DOCUMENT RESUME

ED 216 177 CE 032 444

AUTHOR	Hohhertz, Durwin
TITLE	Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	81
NOTE	249p.; For related documents see CE 032 443-445.
AVAILABLE FROM	East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Competency Based Education; *Cooperative Education; Course Descriptions; *Decision Making; *Human Relations; *Hygiene; Instructional Materials; Instructor Coordinators; Interpersonal Relationship; Leadership; *Leadership Training; Learning Activities; Lesson Plans; Part Time Employment; Responsibility; Secondary Education; Self Actualization; Self Care Skills; *Self Concept; Student Employment; Teaching Guides; Transparencies; Vocational Education
IDENTIFIERS	Texas

ABSTRACT

This section on personal development is one of three that comprise a program entitled Related Instruction for Cooperative Part-Time Training. (Other sections are Basic Life Skills and Job-Related Instruction.) It contains six instructional units. Each unit includes the following basic components: unit and specific objectives, notes to the coordinator (outline of steps to follow to accomplish objectives), answers to assignment sheets and tests, information sheets that provide content essential for meeting the cognitive objectives of the program, transparency masters, assignment sheets, and tests. A unit is planned to cover more than one lesson or period of instruction. Units included in this section are Leadership Development, Personal Appearance, Understanding Yourself, Assuming Responsibility, Human Relations, and Decision Making. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216177

CE 032 444

PERSONAL DEVELOPMENT FOR COOPERATIVE PART-TIME TRAINING

Coordinator's Guide

Prepared by Durwin Hohhertz

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D. Bristow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Published by
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION
1981

Brand names, company names, trademarks, or other identifying symbols appearing in the text are used to clarify and identify and do not constitute a recommendation or endorsement.

To insure educational equity, this material has been reviewed to eliminate bias or stereotyping.

OCCUPATIONAL
CURRICULUM
LABORATORY

ETSU an Equal Opportunity University complies
with all federal requirements prohibiting
discriminatory activities

CONTENTS

PERSONAL DEVELOPMENT

- Unit I--Leadership Development
- Unit II--Personal Appearance
- Unit III--Understanding Yourself
- Unit IV--Assuming Responsibility
- Unit V--Human Relations
- Unit VI--Decision Making

PREFACE

There are certain basic knowledges and skills that a person entering the world of work must possess in order to succeed and to achieve personal goals. This publication is an attempt to identify those elements and to provide the instructor a practical and logical means of presenting the material in a manner which will help the student relate the importance of each to a future job and to everyday life.

For the purpose of suggesting a teaching sequence, the material is arranged in three sections: Job-Related, Personal Development, and Basic Life Skills. Each section encompasses numerous units with information sheets, transparency masters, assignment sheets, and tests. A unit may be used in total or in part, and the material is planned for use in any sequence that is feasible.

The range of content and the variety of activities are a result of the cooperation of experienced instructors who shared what they have gained through their close contact with the needs of industry. These and other individuals who contributed to the development of this publication have focused the content and activities on the academic level and interests of students in the Cooperative Part-time Training Program.

Although this publication is arranged for convenient location and follow-through, it still is necessary for the instructor to preview and organize the content into a teaching plan that will provide for localizing and personalizing in order to motivate students. These are the special contributions that are a "must" in making the materials a meaningful part in the teaching-learning process.

Although all who contributed to this publication have made every effort to provide a comprehensive coverage of the basic areas taught in Cooperative Part-time Training, it is obvious that in time there may be weaknesses or the need for additions which will be identified by the individuals using these materials. We will welcome any suggestions and we hope those who use these materials will feel free to let us know of any way we can make the publication more useful.

Durwin Hohhertz
Occupational Curriculum Laboratory
East Texas State University

ACKNOWLEDGMENTS

Appreciation is extended to the many individuals who contributed their time and talents to the development of Related Instruction for Cooperative Part-time Training.

The content of this publication was planned and developed by the following guest writers:

Benny Frazier, Coordinator, Lanier High School, San Antonio

Clayton Carnes, Coordinator, Berkner High School, Richardson

Virginia Mosier, Coordinator, Mesquite High School, Mesquite

Patsy Spracklen, Coordinator, Arlington High School, Arlington

We are particularly indebted to the following members of the Teacher Advisory Committee for Cooperative Part-time Training who spent many hours field testing and critiquing this publication:

Area I	Wayne Cyphers	San Angelo
Area IA	Elizabeth Dickerman	El Paso
Area II	John Beck	Denton
Area III	Forrest Mayo	Houston
Area IV	Jerry House	Aransas Pass
Area V	James Swift	Austin
Area VI	Harvey Pennell	Plainview
Area VII	Perry Trammel	Terrell
Area VIII	Charles Erwin	Conroe
Area IX	Jack Wells	Killeen
Area X	Naomi Smith	Columbia
Area XI	Abel Gorena	Edinburg
Area XII	Benny Frazier	San Antonio

Appreciation is also extended to the many other instructors who assisted the Advisory Committee members or who volunteered to field test the material.

Gratitude is expressed to the following members of the OCL staff:

Tonna Buster and Sharon Linerode for typing.

To Bob Norsworthy, OCL art director, and staff members, Tommy Cleveland, Kathy Parker, and Marcellina McNally, for illustrations and transparency masters.

To Dale White and the OCL Print Shop staff for the quality printing of this publication.

Special appreciation is extended to Frances Hyatt and Cara Vornberg for their assistance in the preparation, editing, and rewriting of the content.

USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Related Instruction for Cooperative Part-time Training includes 25 units of instruction which are divided into three sections: Job-Related, Personal Development, and Basic Skills. Each instructional unit includes the following basic components: objectives, notes to the coordinator, information sheets, transparency masters, assignment sheets, tests, and answers to assignments and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period.

B. Supplemental materials that must be ordered.

C. Supplies that will be needed during the lesson.

D. Resource people who must be contacted.

E. The teaching sequence for the information and activities.

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the subject matter to be covered in the unit, and specific objectives, which state the student performance required to meet the unit objective.

Since the objectives of the unit provide direction for the teacher-learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives for the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to add objectives which will fit the material to the needs of the students, program, and employee sponsors. When objectives are added, corresponding information, assignment, and tests should be designed and included.

NOTES TO THE COORDINATOR

Each unit provides a "Notes to the Coordinator" sheet outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this sheet prior to any lesson, making additional notes that would assist during the session.

In addition, the instructor should select, sequence, or modify any information and assignment sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any assignment sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

ANSWERS TO ASSIGNMENT SHEETS AND TESTS

Answers for assignments and tests are provided directly after the "Notes to the Coordinator" and may be used by the teacher and/or coordinator for checking student achievement of the objectives. Many of the assignments are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the program. The instructor will find that the information sheets serve as one excellent guide for presenting the background knowledge necessary to complete the assignments and unit objectives.

Students should be allowed to read information sheets before the information is discussed in class. Students may take additional notes on the information sheets in the student manuals.

TRANSPARENCY MASTERS

Transparency masters present information is a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ASSIGNMENT SHEETS

Assignment sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. These may be given to the student for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the assignment and "Notes to the Instructor" prior to making student assignments to assure information has been covered and all supplies required are available. Class time should be set aside for those activities that are to be presented to the class or require group participation. Those assignments that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TESTS

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a short test or oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

UNIT I

LEADERSHIP DEVELOPMENT

UNIT OBJECTIVE

After completing this unit, the student will be able to discuss the reasons for becoming a leader, select qualities of a good leader, match leadership styles and roles,and apply leadership skills in the community. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Define the term leadership.
2. List the reasons for becoming a leader.
3. List the steps in becoming a leader.
4. Select ways to demonstrate leadership potential.
5. Match styles of leadership to descriptions of each.
6. List categories of organizations where leadership skills may be used.

UNIT I

LEADERSHIP DEVELOPMENT

NOTES TO THE COORDINATOR

I. Objective sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective.

  C. Have the student complete the objectives in a sequence best suited to your classroom.

  D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

  A. INFORMATION SHEET 1--WHAT IS LEADERSHIP?

    1. Have the students give their definitions of leadership.

    2. Have the leader of a civic or social group speak to the class on how he/she was chosen, and the responsibilities involved in leadership.

    3. Use the following transparencies to promote class discussion.

      a. TRANSPARENCY 1--LEADERSHIP

      b. TRANSPARENCY 2--QUALITIES OF A GOOD LEADER

    4. Use the following assignment sheets to reinforce this area of information.

      a. ASSIGNMENT SHEET 1--LEADERS I ADMIRE

      b. ASSIGNMENT SHEET 2--HOW LEADERS ARE CHOSEN

      c. ASSIGNMENT SHEET 3--LEADERSHIP QUALITIES

    5. Have the students add other qualities of a good leader that are not included on the information sheet.

    6. Have the students make posters concerning the qualities of a good leader.

    (NOTE: Display the posters on the school bulletin board.)

  B. INFORMATION SHEET 2--LEADERSHIP STYLES

    1. Discuss the various leadership styles.

    2. Give examples of each.

3. Use the following transparencies to promote classroom discussion.
    a. TRANSPARENCY 3--CHOOSING A LEADERSHIP STYLE
    b. TRANSPARENCY 4--COMPARISON OF LEADERSHIP STYLES
    c. TRANSPARENCY 5--THE SANDWICH EFFECT
4. Use the following assignment sheets to reinforce this area of information.
    a. ASSIGNMENT SHEET 4--MAKE A LEADERSHIP BULLETIN BOARD
    b. ASSIGNMENT SHEET 5--USING THE SANDWICH EFFECT
    c. ASSIGNMENT SHEET 6--GROUP PROJECT

        (NOTE: Supply all groups with the materials needed, such as tape, scissors, construction paper and a clock.)
5. Invite representatives from various organizations to form a panel discussion about the goals, projects, structures, and leadership skills that are needed in their organizations.

    (NOTE: Have students prepare questions to ask guest speakers.)
6. Role-play situations where the students can practice the "sandwich method" of leadership.

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

A. The test is divided into 3 parts.
1. Each part covers one information sheet.
2. Each part uses various methods of testing.

B. Various approaches may be used in testing.
1. Give each part of the test after the student has completed the information in one information area or sheet.
2. Give the entire test upon completion of the unit and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. *Group Instructions for Cooperative Programs-Leadership*. Stillwater, Oklahoma: State Department for Vocational and Technical Education, 1978.

B. *VOCT Leadership Handbook*. Commerce, Texas: OCL, Department of Secondary and Higher Education, E.T.S.U., 1979.

C. *Occupational Survival-Leadership*. Urbana, Illinois: Division of Business Ed., Department of Vocational and Technical Education, University of Illinois, 1978.

UNIT I

LEADERSHIP DEVELOPMENT

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheets 1-6

Evaluated to the satisfaction of the instructor.

UNIT I

LEADERSHIP DEVELOPMENT

ANSWERS TO TESTS

Part 1

1. Leadership is the ability to inspire confidence and loyalty, to cause others to follow willingly, and to exercise responsible authority.

2. a. Self-confidence
   b. Maturity
   c. Listen, respect
   d. Challenges
   e. Leadership
   f. Goals

3. a. True
   b. True
   c. False
   d. False
   e. True

4. a.
   b. ✓
   c. ✓
   d.
   e. ✓
   f. ✓
   g. ✓
   h.
   i. ✓
   j.
   k.
   l. ✓
   m. ✓

Part 2

1. a. Autocratic
   b. Loose rein
   c. Democratic

2. a. The leader makes a very positive comment about an individual's work.
   b. The leader makes a specific criticism about something the individual is not doing right.
   c. After the criticism, the leader makes more positive statements about the person or his/her work.

3. List should include four of the following:

    a. School

    b. Work

    c. Church

    d. Civic or service clubs

    e. Professional organizations

    f. Charitable organizations

    g. Special interest groups or social clubs

UNIT I

LEADERSHIP DEVELOPMENT

INFORMATION SHEET 1--WHAT IS LEADERSHIP?

I. What is leadership?

  A. Leadership is the ability to inspire confidence and loyalty, cause others to follow willingly, and to exercise responsible authority.

  B. A leader may not always be the individual who is in charge or has the commanding position.

II. Reasons for becoming a leader

  (NOTE: Leadership is something that can be applied to many areas of an individual's life.)

  A. To gain self-confidence.

  B. To learn to meet new challenges.

  C. To gain maturity.

  D. To learn to listen to and respect the opinion of others.

  E. To reach goals faster.

III. How to become a leader

  A. Become a good follower.

  B. Learn your strong points and your weak points.

  C. Study the qualities that make a good leader.

  D. Plan to work toward becoming a leader

  (NOTE: Realize that leaders are made and not born into leadership.)

IV. Ways to demonstrate leadership potential

  A. Be willing to assume responsibility.

  B. Take pride in doing a good job.

  C. Be a good listener.

  D. Be fair and impartial.

  E. Realize that your responsibility is to encourage others to share responsibilities with you.

F. Use the talents of each person in the group or organization to the fullest potential.

V. How leaders are chosen

A. Some leaders are chosen because they know the "right" people.

EXAMPLE: An individual heads a committee because he or she is a friend of the boss.

B. Some get positions because they are well known or are related to someone important.

C. Good leaders are chosen by:

1. Their ability.
2. Their experience.
3. How they deal with people.
4. Their knowledge of leadership steps and how to use them.
5. Their ability to act calmly in pressure situations.

VI. Leadership qualities

A. Demonstrates self-control

B. Honest and fair in all dealings

C. Loyal

D. Assumes responsibility

E. Is tactful

F. Shows enthusiasm

G. Does not give up when the going gets rough

H. Gives clear instructions so all will understand

I. Cooperates with others

J. Is a good listener

K. Always gives credit to others for their work

L. Realizes that there are individual differences in any group

M. Has a pleasing personality and a sense of humor

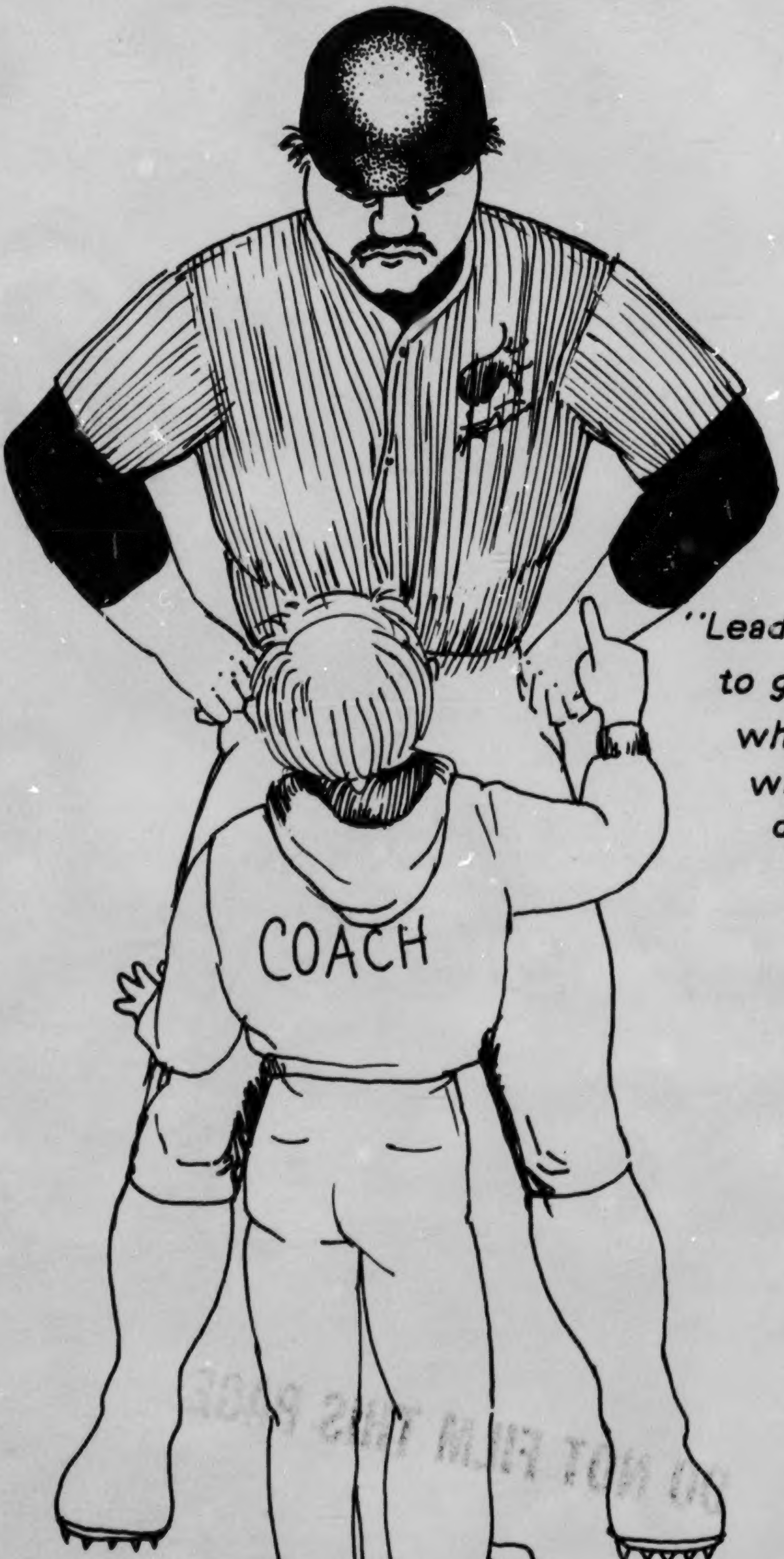
N. Accepts and can give criticism in a positive manner

O. Is sympathetic and understanding

P. Tells others exactly what is expected

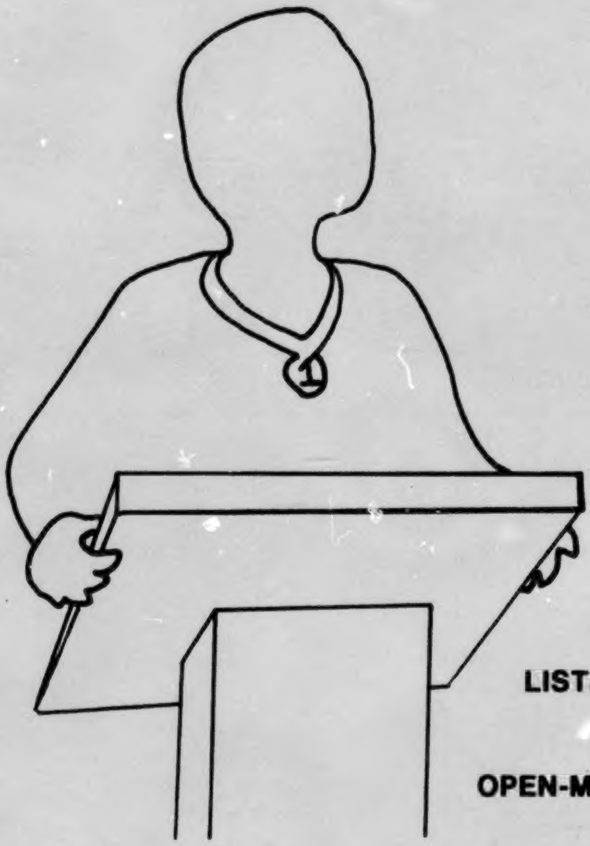
Q. Makes individuals feel good about themselves and their work

LEADERSHIP



"Leadership is the ability to get a person to do what you want done, when you want it done, in a way you want it done, because the person wants to do it."

QUALITIES OF A GOOD LEADER



- DIPLOMATIC
- ASSUMES RESPONSIBILITY
- SELF-CONFIDENT
- ENERGETIC
- TOLERANT
- TACTFUL
- HONEST

- LISTENS
- OPEN-MINDED
- PROGRESSIVE
- MENTALLY ALERT
- INSPIRES OTHERS
- LOYAL TO FIRM
- SENSE OF HUMOR
- COOPERATES WITH OTHERS

UNIT I

LEADERSHIP DEVELOPMENT

ASSIGNMENT SHEET 1--LEADERS I ADMIRE

Directions: Complete the following statements:

A. In my opinion, the following five well-known people possess true leadership qualities:

1. ______________________ because ______________________.
2. ______________________ because ______________________.
3. ______________________ because ______________________.
4. ______________________ because ______________________.
5. ______________________ because ______________________.

B. The person I most admire and want to be like is ______________. In my opinion he/she is a leader because ______________________

C. Plan to become a good leader by answering the following questions about yourself and why you feel that way.

1. I will become a good follower first by ______________________
2. My strong points that I can build on are ______________________
3. My weak points that need improving are ______________________
4. The qualities of leadership I want to attain are ______________________
5. I believe (or I do not believe) that leaders need to be trained because ______________________

UNIT I

LEADERSHIP DEVELOPMENT

ASSIGNMENT SHEET 2--HOW LEADERS ARE CHOSEN

Directions: Answer the following questions about how leaders are chosen.

A. Think of two people you know who are in leadership positions. How were they chosen to fill the position?

1.

2.

B. What are some of the reasons that you could be chosen for a leadership position? Finish this sentence: I feel that I could be chosen for a leadership position because I ______________________________

____

____

____

C. How would you act in your new leadership position? Finish this sentence: In my new leadership position, I would act (like) ________

____

____

____

UNIT I

LEADERSHIP DEVELOPMENT

ASSIGNMENT SHEET 3--LEADERSHIP QUALITIES

Directions: Complete the following exercises relating to leadership qualities.

A. A good leader has to possess many positive attitudes. Think of an important leadership quality that begins with each letter of the word "Leadership" written below. Do not use any word more than once.

L

E

A

D

E

R

S

H

I

P

B. Now write your name down the side of the page and think of leadership qualities to go with the letters.

EXAMPLE: D-dependable
E-energetic
A-assumes responsibility
N-never quits

UNIT I

LEADERSHIP DEVELOPMENT

TEST PART 1

1. Define leadership.

2. Fill in the blanks to complete the following statements concerning reasons for becoming a leader by using the words listed below.

challenges	maturity
goals	respect
leadership	self-confidence
listen	

a. An individual gains ____________________.

b. An individual gains ____________________.

c. An individual learns to ________________ and to ________________ the opinion of others.

d. An individual learns to meet new ___________________________.

e. ___________________________ is something that can be applied to other areas of an individual's life.

f. _____________________can be reached faster through a leadership role.

3. Answer the following statements by writing TRUE for all correct statements and FALSE for those statements that are not correct.

_____a. The first step to becoming a good leader is to become a good follower.

_____b. Learning your strong points and your weak points helps you become a good leader.

_____c. Leaders are born to leadership.

_____d. Good leaders are chosen by who they know.

_____e. Some leaders are chosen by their knowledge of leadership steps and how to use them.

4. Place a "✓" by the statements that indicate good leadership qualities.

_____a. Shows an ability to control others.

_____b. Is honest and fair in all dealings.

_____c. Shows enthusiasm.

_____d. Knows when to "give up."

_____e. Gives criticism in a positive manner.

_____f. Has a sense of humor.

_____g. Is a good listener.

_____h. Is disloyal.

_____i. Assumes responsibility.

_____j. Takes credit for the work done by others.

_____k. Is uncooperative with others.

_____l. Is understanding.

_____m. Makes individuals feel good about themselves and their work.

UNIT I

LEADERSHIP DEVELOPMENT

INFORMATION SHEET 2--LEADERSHIP STYLES

I. Autocratic leader--One person has all or the power and makes all of the decisions.

   A. Closely supervises the group.

   B. Never lets others have a say in the planning, organizing, or control of the group.

   C. More interested in getting the job done than in respecting the feelings of others.

   (NOTE: It is sometimes necessary to use this style if the group is hostile or insecure in certain situations or if there are many different opinions or beliefs.)

II. Democratic leader--All of the people involved help in decision making; individual opinions are considered.

   A. Allows group members to express their ideas and opinions.

   B. Always listens to others.

   C. Supervises only as needed, allowing individuals to use their own judgment.

   D. Is considerate of the feelings of others.

   E. Knows each individual's characteristics.

   F. Rewards the group's efforts and is tactful when making criticisms.

   (NOTE: This style works well with a cooperative group and when things are going well.)

III. Loose-rein leader--Very little control by the leader. Allows the people to do "their own thing" most of the time.

   (NOTE: This style of leadership also is known as "laissez-faire.")

   B. This style works well with responsible people who like to work alone.

   C. This style may not work well if a number of decisions must be made in a short time.

IV. The "Sandwich Method" of leadership

(NOTE: Leaders can use this method very effectively if they are sincere in their statements).

A. The leader makes a very positive comment about an individual's work.

B. The leader makes a specific criticism about something the individual is not doing right.

C. After the criticism, the leader makes more positive statements about the person or his/her work.

V. Places where leadership styles may be used

A. School

EXAMPLES: Youth organizations in your vocational and academic classrooms.

B. Work

EXAMPLES: Supervising others on the job or showing new employees how to do something that you are familiar with.

C. Church

EXAMPLES: Youth groups and decision making bodies of the church.

D. Civic or service clubs

EXAMPLES: Rotary or Optimist clubs

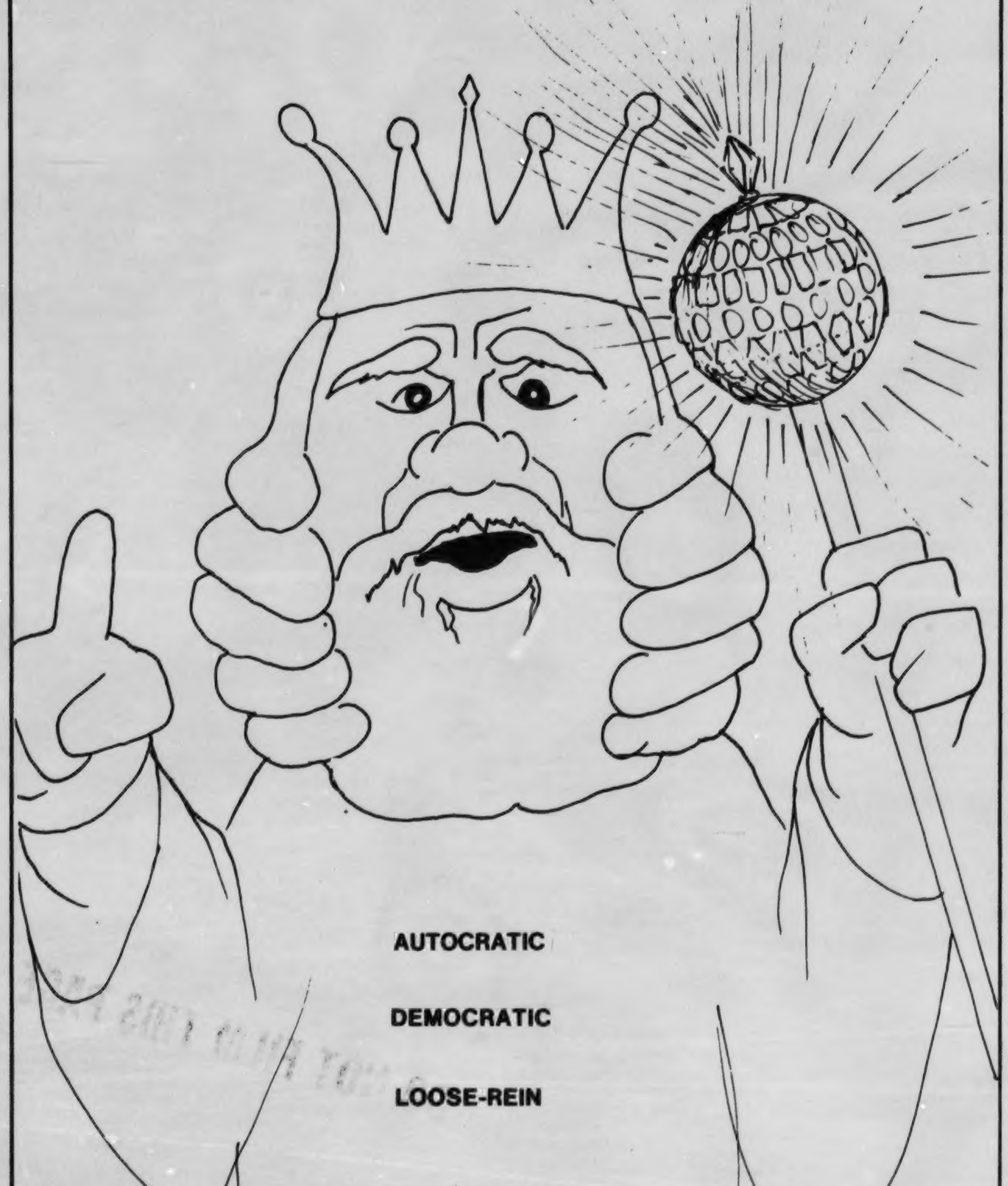
E. Professional organizations

EXAMPLES: National Restaurant Association or a local labor union.

F. Charitable organizations

G. Special interest groups or social clubs

CHOOSING A LEADERSHIP STYLE



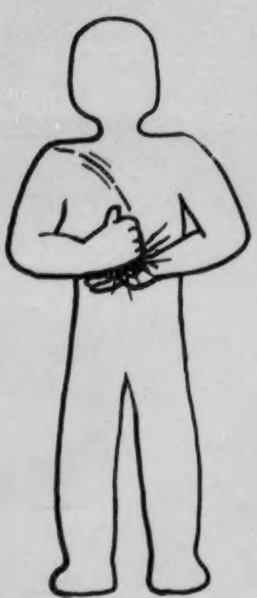
AUTOCRATIC

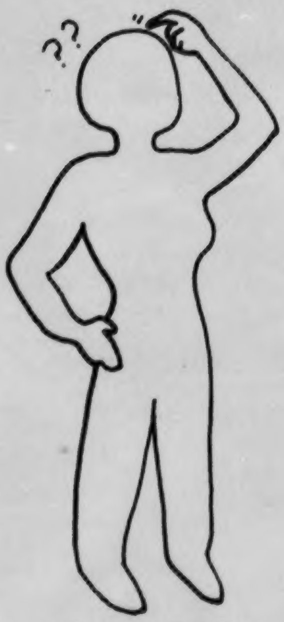
DEMOCRATIC

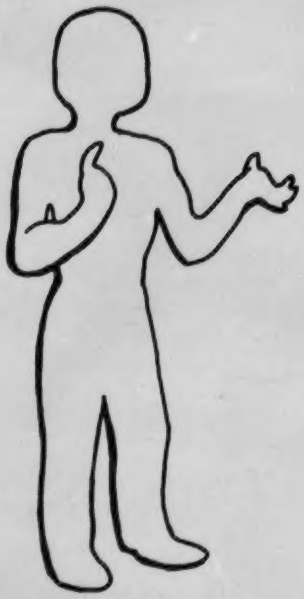
LOOSE-REIN

TM-3

COMPARISON OF LEADERSHIP STYLES

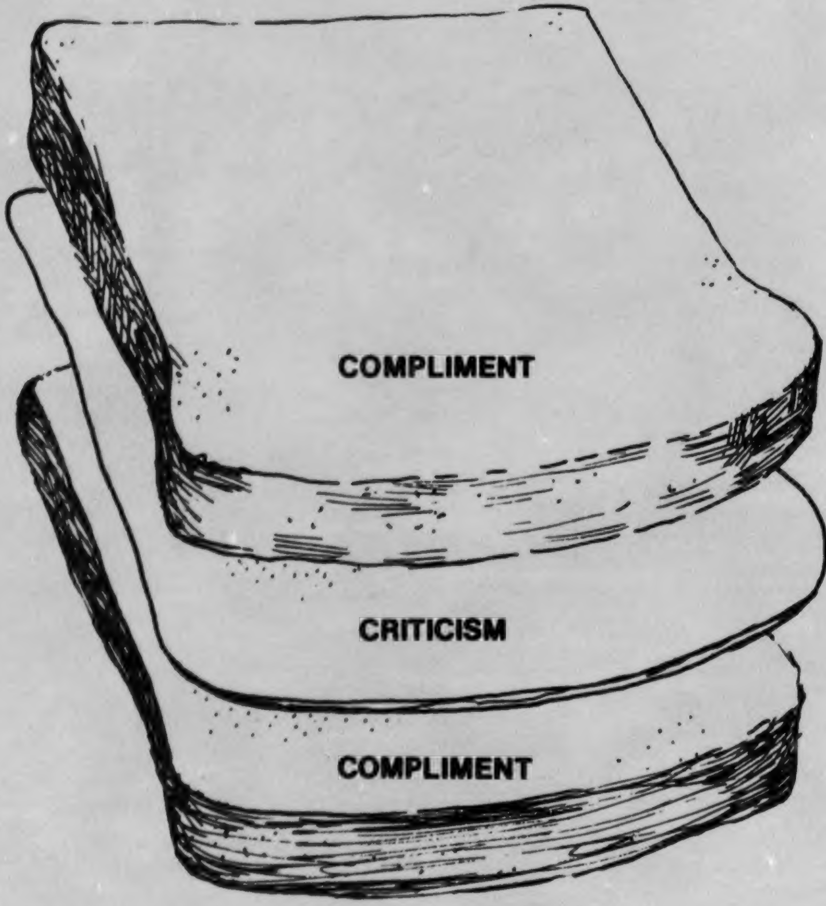






ADVANTAGE	Quick decisions and discipline especially in crisis situations.	A true leader may emerge from the group.	Group members who help made a decision are more likely to be interested in carrying it out.
DISADVANTAGE	Group interest in carrying out decisions tends to be low.	Often leads to confusion, disorganization, indecision. May take too long to make and carry out decisions.	Takes longer to make decisions. Not practical in crisis situations.
USEFULNESS IN WORK SITUATIONS	May be the best style for crisis situations when decisions must be made quickly.	Not usually suitable, because of confusion and time it takes to make and carry out decisions.	Most useful in non-crisis situations where it is helpful to have group members involved in carrying out decisions.
	Autocratic	**Democratic**	**Loose-rein**

SANDWICH EFFECT


COMPLIMENT
CRITICISM
COMPLIMENT

UNIT I

LEADERSHIP DEVELOPMENT

ASSIGNMENT SHEET 4--MAKE A LEADERSHIP BULLETIN BOARD

Directions: Make a bulletin board, a mobile, or prepare a short talk using one of the following themes.

A. The steps to become a good leader.

B. Leadership characteristics.

C. Styles of leadership.

UNIT I

LEADERSHIP DEVELOPMENT

ASSIGNMENT SHEET 5--USING THE SANDWICH EFFECT

Directions: You have read about the sandwich method. Now see if you can put it to use! Read the following:

You are the supervisor in a small factory. It is your job to see that all work gets done properly. You see one of your workers making the same mistake time after time. As supervisor you realize you must tell the person how to do the job properly. Use the sandwich method to correct the mistake.

Fill in the blanks:

Supervisor: ____
____
____
____

Worker: ____
____
____

Supervisor: ____
____
____
____

Worker: ____
____

Supervisor: ____
____
____

UNIT I

LEADERSHIP DEVELOPMENT

ASSIGNMENT SHEET 6--GROUP PROJECT

Directions: Divide into groups of 5-8 persons. Each group will be given 1 pair of scissors, 1 roll of tape, and 5 pieces of construction paper. The groups will be given 10 minutes to make something of their choice with the materials. After the first 5 minutes, one person will be taken from the group. Sometime during the 10 minute period one person from each group must leave the group for a 3 minute period and the scissors and tape must not be used for a 2 minute period. The final product will be judged on originality, sturdiness and the extent that the materials were used. Then answer the following questions.

A. How did the planning, organizing, and delegating of responsibilities take place?

B. Were leadership qualities shown? How?

C. What happened when the one member was dropped from the group?

D. What happened when the working materials were not available?

E. Was the person who had the idea for what to make the same person who did the work?

F. Did all members participate? If not, what could the group have done to get them to help out?

UNIT I

LEADERSHIP DEVELOPMENT

TEST--PART 2

1. Identify the styles of leadership by writing the name of each in the blanks below:

    a. The leadership style in which one person possesses all of the power and makes all the decisions is the _________ style.

    b. When a leader has very little control and allows members to "do their own thing," then the ______________ ________________ style of leadership is being used.

    c. When all people involved help in decision making and the opinions of individuals are considered, the leadership style used is _____________________.

2. Discuss the "Sandwich Method" of leadership by describing the steps of the process or how the method works.

3. List four places where leadership skills may be used.

    a.

    b.

    c.

    d.

UNIT II

PERSONAL APPEARANCE

UNIT OBJECTIVE

After completing this unit, the student will be able to identify terms, plan and select proper clothing for work and leisure, and analyze own personal grooming, hygiene, and nutrition habits. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with grooming, hygiene and nutrition with their proper definitions.
2. Identify good grooming habits.
3. Point out the things to consider when selecting clothing.
4. Identify the necessary nutrients needed for a healthy body.
5. Point out the types of foods and recommended daily servings for teenagers from each of the basic four food groups.
6. Analyze personal grooming habits.
7. Select good nutritional habits.
8. Identify the problem, cause, and treatment of facial skin problems.

UNIT II

PERSONAL APPEARANCE

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the students add these terms to their vocabulary file.

      2. Have a spelling bee or test to help the students learn to spell these terms.

      3. Use ASSIGNMENT SHEET 1--MATCHING TERMS AND DEFINITIONS to reinforce this area of information.

   B. INFORMATION SHEET 2--GOOD GROOMING HABITS

      1. Have a fashion or cosmetic representative from a nearby department store, speak to the class on good grooming, current fashions, and appropriate makeup styles for teenagers.

      2. Have the students hold a fashion show displaying what clothing would be appropriate for various occasions.

      3. Use the following transparencies to promote classroom discussion.

         a. TRANSPARENCY 1--PERSONAL HYGIENE

         b. TRANSPARENCY 2--DEODORANT IS A MUST

         c. TRANSPARENCY 3--CARE OF YOUR TEETH

         d. TRANSPARENCY 4--GOOD POSTURE IS IMPORTANT

      4. Use the following assignment sheets to reinforce this area of information.

         a. ASSIGNMENT SHEET 2--GROOMING SELF ANALYSIS

- b. ASSIGNMENT SHEET 3--MAKE A POSTER
  - (1) Provide materials for the class to use in making posters.
  - (2) Provide magazines and other references to help the students with their topics.
- c. ASSIGNMENT SHEET 4--EVALUATE YOUR CLOSET
- d. ASSIGNMENT SHEET 5--WHAT SHOULD I WEAR?
- e. ASSIGNMENT SHEET 6--PROPER DRESS FOR WORK?
- f. ASSIGNMENT SHEET 7--COPING WITH FIGURE PROBLEMS

  (NOTE: Provide additional reference materials or resource person for this assignment.)
- g. ASSIGNMENT SHEET 8--TAKE CARE OF YOUR CLOTHES

  (NOTE: Have a class discussion on the care of clothes such as washing vs. dry cleaning.)

C. INFORMATION SHEET 3--SKIN CARE

1. Have a dermatologist speak to the class on ways to improve skin care and the prevention of skin problems.
2. Use the following transparencies to promote classroom discussion.
   - a. TRNASPARENCY 6--ACNE FORMATION
   - b. TRANSPARENCY 7--AIM OF ACNE TREATMENT
3. Use ASSIGNMENT SHEET 9--ACNE to reinforce this area of information.

D. INFORMATION SHEET 4--GOOD NUTRITIONAL HABITS

1. Have the school dietician speak to the class about nutrition and good eating habits for teenagers.
2. Have the class make a list of foods they eat for snacks. Discuss which snacks are healthy and which are "empty calories."
3. Use TRANSPARENCY 8--"FOUR BASIC FOOD GROUPS" to promote classroom discussion.
4. Use the following assignment sheets to reinforce this area of information.
   - a. ASSIGNMENT SHEET 10--FOOD NUTRIENTS
   - b. ASSIGNMENT SHEET 11--WHAT DO YOU EAT?
   - c. ASSIGNMENT SHEET 12--PLAN A WEEKLY MENU

III. Answers to assignment sheets

   A. Some of the assignment sheets will vary according to training and should be graded individually.

   B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

   A. The test is divided into four parts.

      1. Each part covers one information sheet.

      2. Each part uses various methods of testing.

   B. Various approaches may be used in testing.

      1. Give each part of the test after the student has completed the information in one information area or sheet.

      2. Give the entire test upon completion of the information and assignment sheets in the unit.

      3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

   C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to tests

   A. Answers are based on total information covered in the unit.

   B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

   A. Curriculum and Instructional Materials Center. Cooperative Office Education, Stillwater, Oklahoma: Oklahoma State Board for Vocational and Technical Education, 1973.

   B. Gooch, Bill G. and others. Work: Pathway to Independence American Technical Society, Chicago, Illinois.

   C. Vocational Academic Concepts. Commerce Public Schools, Commerce, Texas, 1977.

   D. Students Personal Adjustment to Work, Instructional Materials Services, University of Texas, Austin, Texas 1973.

   E. Personal Development, Instuctional Materials Services, University of Texas, Austin, Texas 1978.

   F. VOE Core Curriculum, Kansas State Department of Education Topeka, Kansas, 1977.

   G. YOU: A Guide To Personal Development for Young Women. Instructional Materials Center, Austin, Texas 1975.

UNIT II

PERSONAL APPEARANCE

ANSWERS TO ASSIGNMENT SHEETS

Assignment 1

A.	11	I.	7
B.	12	J.	5
C.	6	K.	2
D.	1	L.	8
E.	13	M.	9
F.	4	N.	16
G.	10	O.	15
H.	14	P.	3

Assignments 2-8

Evaluated to the satisfaction of the instructor.

Assignment 9

A. 1. First-stage--Blackheads
    2. Second-state--Pimples
    3. Third-stage--Cysts
    4. Fourth-stage--Scarring

B. Answer should include the following information:

    1. Eat the proper foods.
    2. Get plenty of rest.
    3. Exercise regularly.
    4. Maintain good personal hygiene.
        a. Keep the face clean.
        (NOTE: Cleanse the skin frequently with soap and water).
        b. Shampoo hair as often as needed.
        c. Keep hands away from your face.
    5. Get medical advice.
    6. Do not squeeze the skin.

C. 1. Irritation and bruising of the skin.
    2. Infection is more likely to happen.
    3. Scarring results.

ASSIGNMENT 10

A. b,c

B. Calories

C. Protein

D. Iodine

E. Empty calories

F. Vitamins

G. C

H. Calcium

I. A

J. Water

K. D

ASSIGNMENTS 11 and 12

Evaluated to the satisfaction of the instructor.

UNIT II

PERSONAL APPEARANCE

ANSWERS TO TESTS

Part 1

1. j
2. i
3. d
4. f
5. b
6. a
7. c
8. e
9. g
10. h

Part 2

1. a.
   b. ✓
   c. ✓
   d.
   e. ✓
   f. ✓
   g. ✓
   h.
   i. ✓
   j. ✓
   k.
   l. ✓

2. a. FALSE
   b. TRUE
   c. TRUE
   d. TRUE
   e. FALSE

3. a.
   b.
   c.
   d.
   e.
   f.
   g.

Part 3

1. a. Eat the proper foods.
   b. Get plenty of rest.
   c. Exercise regularly.
   d. Maintain good personal hygiene.

2. a. 2
   b. 1
   c. 3
   d. 4

3. a.
   b.
   c. ✓
   d. ✓
   e. ✓
   f.

10

Part 4

1. a. Balanced
   b. Appearance, performance, personality, and future.
   c. Energy

2. a. Beans, tomatoes, and oranges-four servings.
   b. Beef, fish, and poultry-two servings.
   c. Grain products-four servings.
   d. Cheese and other dairy products-four servings.

3. a. Calories
   b. Calcium
   c. Vitamins
   d. Vitamin A
   e. Protein
   f. Vitamin D
   g. Water
   h. Vitamin C

UNIT II

PERSONAL APPEARANCE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Acne--Skin disease common to teenagers.

B. Anemia--Body condition where blood cells lack iron.

C. Antiperspirant--Preparation that keeps underarms dry and odor-free.

D. Calcium--A body-building mineral for bones and teeth.

E. Calorie--A unit of measurement for warmth and energy obtained from foods.

F. Durable--Able to exist a long time.

G. Empty Calories--Provide warmth and energy but no body-building ingredients.

H. Iodine--A mineral that regulates the thyroid gland.

I. Hygiene--Practice of good health habits.

J. Minerals--Chemicals that are important parts of each body cell and help regulate the body.

K. Nonstorable--Can't be kept for future use.

L. Nutrients--Foods that provide the body with required essentials for good health.

M. Personality--Characteristics that distinguish one person from another.

N. Protein--Nutrients that build and repair body tissue.

O. Pores--Small openings in the skin that allows you to perspire, or sweat.

P. Scurvy--Disease caused by lack of vitamin C.

Q. Vitamins--Food nutrients that regulate body processes and assist the body to use energy.

R. Workmanship--Quality of work shown in making something.

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 1--MATCHING TERMS AND DEFINITIONS

Directions: Match the terms on the right to their correct definition by placing the correct number in the blank provided.

_____A. Small openings in the skin that secrete body wastes.

_____B. Nutrients that build and repair body tissue.

_____C. Characteristics that distinguish one person from another.

_____D. Practice of good health habits.

_____E. A mineral that regulates the thyroid gland.

_____F. Chemicals that are important parts of each body cell and help regulate the body.

_____G. Provides warmth and energy but no body building ingredients.

_____H. Able to exist a long time.

_____I. A body building mineral for bones and teeth.

_____J. Preparation that keeps underarms dry and odor free.

_____K. Skin disease common to teenagers.

_____L. Food nutrients that regulate body processes and assist the body to use energy.

_____M. Foods that provide the body with required essentials for good health.

_____N. Body condition where blood cells lack iron.

_____O. A disease caused by lack of vitamin C.

_____P. A unit of measurement for energy and warmth obtained from foods.

1. Hygiene
2. Acne
3. Calorie
4. Minerals
5. Antiperspirant
6. Personality
7. Calcium
8. Vitamins
9. Nutrients
10. Empty calories
11. Pores
12. Proteins
13. Iodine
14. Durable
15. Scurvy
16. Anemia

UNIT II

PERSONAL APPEARANCE

TEST--PART 1

Directions: Match the terms on the right to their correct definition by placing the correct number in the blank provided.

_____1. Skin disease common to teenagers.

_____2. Preparation that keeps under-arms dry and odor free.

_____3. Provides warmth and energy but no body building value in food.

_____4. Food nutrients that regulate body processes and assist the body to use energy.

_____5. Foods that provide the body with required essentials for good health.

_____6. Practice of good health habits.

_____7. A unit of measurement for warmth and energy obtained from food.

_____8. Chemicals that are important parts of each body cell and help regulate the body.

_____9. Nutrients that build and repair body tissue.

____10. Small openings in the skin that secrete body wastes.

a. Hygiene

b. Nutrients

c. Calorie

d. Empty Calories

e. Minerals

f. Vitamins

g. Protein

h. Pores

i. Antiperspirant

j. Acne

UNIT II

PERSONAL APPEARANCE

INFORMATION SHEET 2--GOOD GROOMING HABITS

I. Personal hygiene and appearance

- A. Bathe or shower daily.
- B. Use a deodorant or antiperspirant daily.
- C. Change undergarments daily.
- D. Keep hair clean and neatly arranged.
  - 1. Comb hair as needed.
  - 2. Shampoo hair as often as necessary to keep it clean and shining.
  - 3. Trim hair regularly and choose a hair style that is suited to you and your work.
- E. Brush teeth after meals when possible.
  - 1. Have regular dental care.
  - 2. Use mouthwash as needed.
- F. Shave as needed.
- G. Keep nails clean and trimmed.

  (NOTE: If nail polish is permitted on the job, be sure it is never chipped or peeled.)
- H. Practice good posture habits.
  - 1. Back straight.
  - 2. Lift chest.
  - 3. Pull stomach in.
- I. Wear appropriate clothing for the occasion.

  (NOTE: Jeans may not be appropriate for your job.)
- J. Makeup (if worn) should look fresh and natural.

II. physical fitness

- A. Get regular yearly physical examinations.

B. Get the proper amount of sleep.

(NOTE: People differ in the amounts of sleep they require. What might be enough for your friend may not be right for you).

C. Avoid drugs, alcohol, and smoking.

D. Eat nutritious meals.

E. Exercise regularly.

(NOTE: A regular exercise program is even more important when you are not physically active at work.)

EXAMPLE: A typist will get less physical exercise at work than a construction worker.

III. Clothing selection

A. Clothing should be practical and easy to care for.

B. When selecting new items, the buyer should consider:

1. The fit and comfort of the garment.
2. How the garment will be used.
3. Any figure problems.
4. The clothing budget.
5. The workmanship of the garment.
6. How easy it is to take care of.
7. How long the style of the garment will last.

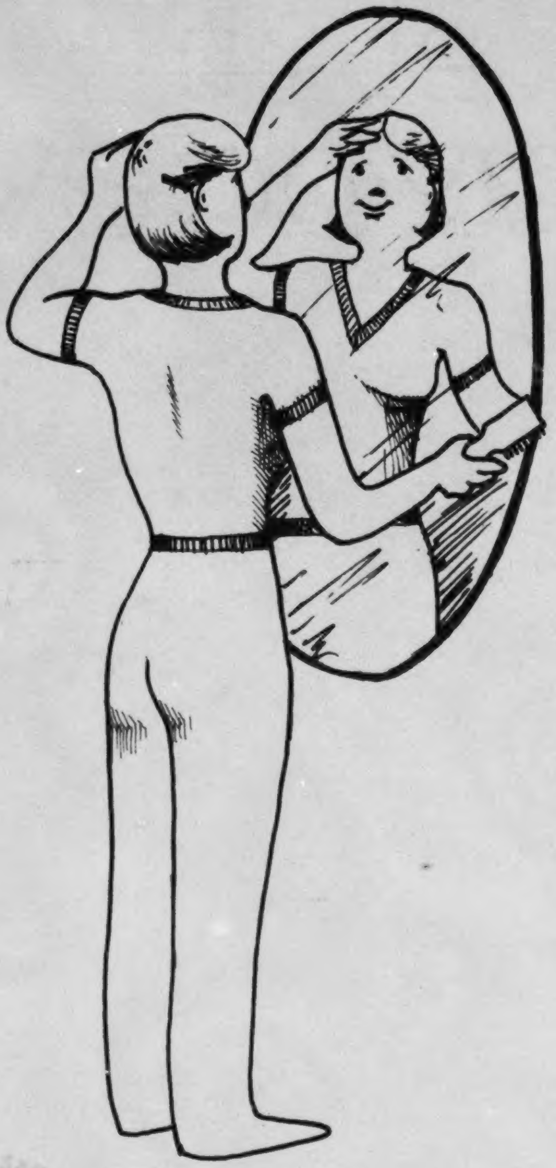
(NOTE: Choosing a current fad may not be a good buy because it will soon be out of style.)

8. How the garment goes with other clothes you own.

C. Clothing for work must be:

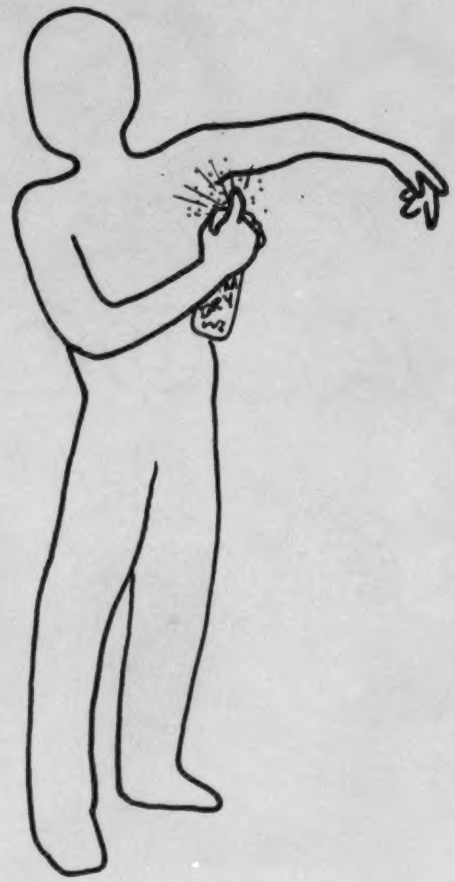
1. Comfortable
2. Durable
3. Safe
4. Appropriate
5. Easily cleaned

PERSONAL HYGIENE



CLEANLINESS IS A WAY OF LIFE.
The world of work doesn't want
dirty people.

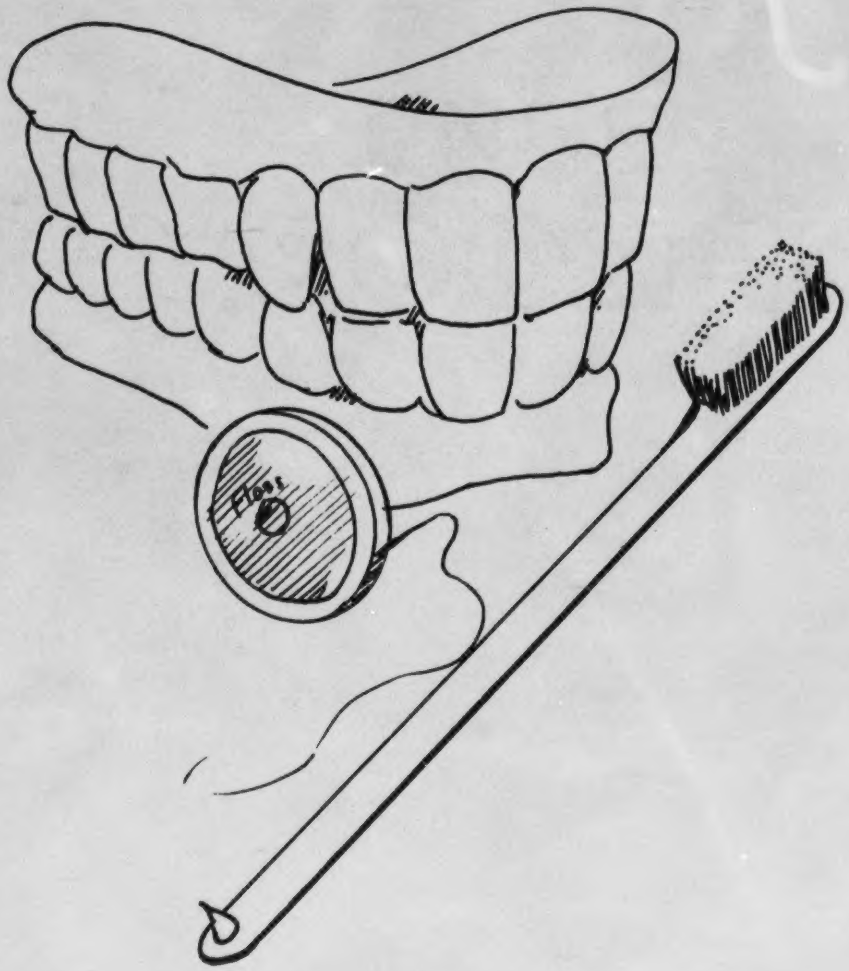
DEODORANT IS A MUST



BOTH ARMS PLEASE!

DO NOT FILM THIS PAGE

CARE OF YOUR TEETH



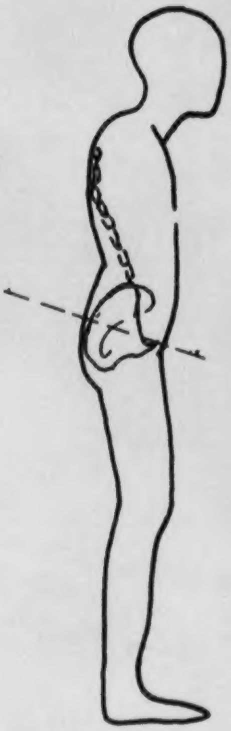
BRUSH AFTER EVERY MEAL,

IF POSSIBLE.

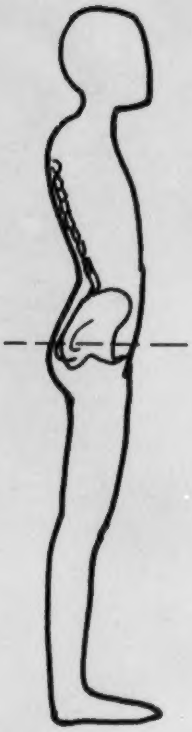
USE DENTAL FLOSS REGULARLY.

HAVE REGULAR DENTAL CHECK-UPS.

GOOD POSTURE IS IMPORTANT

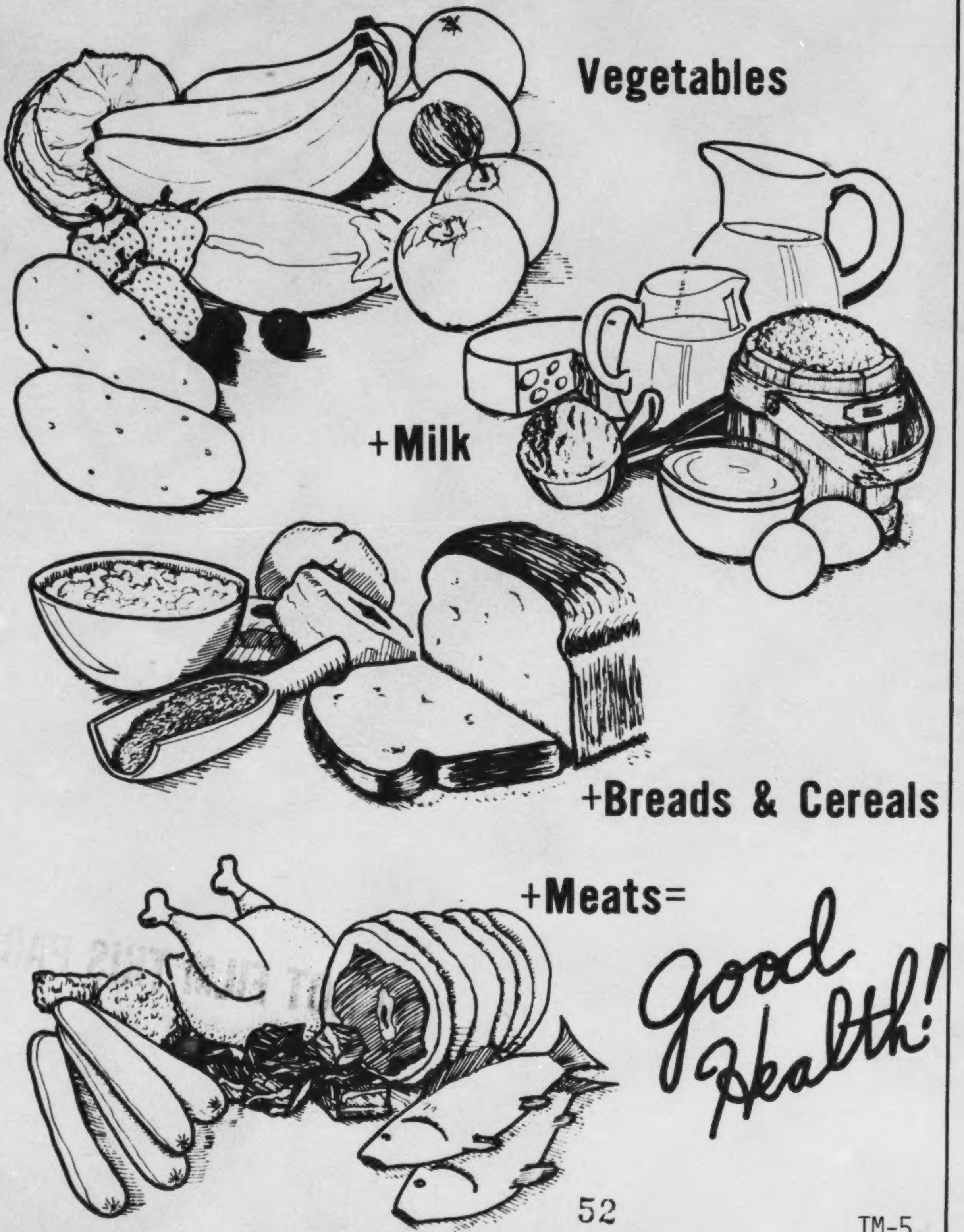


POOR



GOOD

FOUR BASIC FOOD GROUPS


Vegetables
+Milk
+Breads & Cereals
+Meats=
Good Health!

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 2--GROOMING SELF ANALYSIS

Directions: Rate yourself on each of the following questions, using a scale of "6"-Always, "4"-Usually, "2"-Occasionally, and "0"-Never. When you have completed the evaluation, add your score and compare it to the rating scale provided.

QUESTIONS	RATING
A. Do you take a bath or shower daily?	______
B. Do you use an effective deodorant or antiperspirant daily?	______
C. Do you use a foot spray or powder daily?	______
D. Do you shave as often as needed?	______
E. Do you put on clean clothes daily?	______
F. Do you put on clean socks or hose daily?	______
G. Do you clean your face thoroughly at least twice a day (more often if you have oily skin)?	______
H. Do you use soap when you wash your hands?	______
I. Do you clean your fingernails daily?	______
J. Do you wash your hands before meals and after using the bathroom?	______
K. Do you wash your hair as often as needed?	______
L. Do you observe your shop's rules about hair?	______
M. Do you have your hair cut or trimmed regularly?	______
N. Do you use a dandruff shampoo and/or cream rinses and conditioner if needed?	______
O. Do you brush your teeth at least twice daily?	______
P. Do you use a mouthwash daily?	______
Q. Do you get enough sleep and rest so that you feel refreshed?	______
R. Do you take a good look at yourself in a full mirror before leaving the house?	______

S. Do you take a few minutes during the day to freshen your looks and comb your hair? ________

T. Do you use breath fresheners during the day or after eating foods with unpleasant odors? ________

____

TOTAL

Rating:

104 - 120		You take pride in your appearance.
88 - 103		You'd probably pass inspection.
73 - 87		You're not really trying.
Less than	73	Your best friend won't even tell you.

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 3--MAKE A POSTER

Directions: Select one of the following topics to use in making a poster.

A. Proper and improper dress

B. Proper hygiene

C. Good grooming habits

D. How to improve your appearance

E. Care of your clothing

F. Selecting appropriate clothing

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 4--EVALUATE YOUR CLOSET

Directions: List all the clothes in your closet and group them according to where they will be worn. The chart below can be used as a guide. Can you discard some garments? Do you need something new?

Active Sports	Casual	School	Formal
Things to discard.			
Things to add.			

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 5--WHAT SHOULD I WEAR?

A. What are you expected to wear at your work station?

B. What are the rules and regulations set by your employer concerning appearance and dress?

C. How do the clothes you wear to work differ from what you wear to school? To a dance? To a sporting event?

D. Plan your wardrobe for a week. Include what you will wear for school, work, church, and social occasions both formal and informal. What accessories will you choose?

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 6--PROPER DRESS FOR WORK?

Directions: Using information from this information sheet and your own creativity, draw a cartoon which illustrates a person who is not dressed properly for the job.

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 7--COPING WITH FIGURE PROBLEMS

Directions: Consider the kind of figure problems you might have (such as narrow shoulders, short neck, overweight, long waist). Consult fashion books and current magazines that describe how to choose clothes that hide your problem. List each figure problem and briefly describe what clothing fabrics, styles, and designs are best for you.

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 8--TAKE CARE OF YOUR CLOTHES

Directions: Look at the stain removal chart below. After studying the chart, make a similar chart for yourself, including tips for removing stains. List ways in which you can keep your clothing looking better, longer.

STAIN REMOVAL GUIDE

TYPE OF STAIN	WHITE WASHABLES	COLORED WASHABLES
Antiperperants, deodorants	Apply liquid or paste of detergent. Rinse. If stain remains, wash in hot water with bleach.	Same as white, but use oxygen bleach.
Blood	Soak in cool water, then wash in warm water. If stain remains, bleach in cool water; then wash.	Sponge or soak in cool water; then launder.
Chewing gum	Rub with an ice cube or dip in ice-cold water; then carefully scrape off gum with a dull tool. Sponge off any remaining gum with a safe cleaning fluid.*	Same as white
Chocolate, cream, ice cream, milk	Soak in cool water. Treat stain with a safe cleaning fluid.* Apply liquid or paste of detergent; launder; let dry. Bleach in hot water, if necessary. Then wash.	Same as white, except do not bleach.
Coffee and tea	Without cream: Use bleach in hot water. Wash. With cream: Follow directions for cream.	Sponge with warm water. If stain remains, apply warm glycerine, let stand 30 minutes, then rinse well; or sponge with a safe cleaning fluid.* Then wash.
Cosmetics, crayons, grease--such as oil, or codliver oil, or tar	Treat with a safe cleaning fluid.* Apply liquid or paste of detergent. Wash. Bleach if necessary, using hot water.	Same as whites, except do not bleach.
Fresh fruit, fruit juices, wine, vegetables, food coloring	Soak stain in cool water. If stain remains, bleach in hot water. Wash.	Sponge with warm water. Bleach any remaining stain, using oxygen bleach.
Grass or leaf, flowers, mildew, scorch.	Apply undiluted liquid or paste detergent. Wash. If stain remains, bleach in hot water. Wash. (Bad scorches cannot be removed because the fabric is burned.)	Sponge with warm water. Apply detergent. If stain remains after rinsing, use oxygen bleach; then wash. Very old mildew and scorch seldom can be removed.
Ballpoint, ink	If fresh, place stain with right side down on a towel, and sponge with a safe cleaning fluid.* Then apply undiluted liquid or paste of detergent. Wash. For old stains, bleach in hot water.	Same as whites, except use oxygen bleach.
Paint and varnish	Soften with cooking oil, lard, or petroleum jelly (such as vaseline); then sponge with turpentine. Launder in warm water.	Same as white
Perspiration	Apply undiluted liquid or paste of detergent; wash in warm water. If color has changed, sponge with white vinegar or ammonia. If stain remains, bleach in hot water. Wash.	Wash in warm water. Rinse. Use oxygen bleach if stain remains.
Rust	Apply a commercial rust remover, following directions carefully. Rinse. Then wash.	Same as white.

Chlorine bleach--Clorox or Purex, e.g.

Oxygen bleach--Snowy or Clorox II, e.g.

* Safe cleaning fluid--Read the label and always use in a well-ventilated room. Never put cleaning fluids in a washer.

HINTS ABOUT CLOTHING CARE

1. Try to remove stains as soon as possible; the fresher the stain, the easier it will be to remove.

2. Before trying to remove any stain, decide what kind of fabric and stain you have. Always save the tags that come with your clothes, or look at the tags sewn in at the collar, waistband, or seam.

3. If you are not sure about a fabric, test any spot removal on an inside seam or a sample, if possible. Always wash after using a spotting agent.

4. Don't let clothes get very dirty. Wash more often.

5. Before washing, always separate the clothes into four groups:

    (a) white cottons that can be bleached with chlorine bleach.

    (b) white permanent press and other whites, which are to be bleached with an oxygen bleach.

    (c) light colors

    (d) dark colors

UNIT II

PERSONAL APPEARANCE

TEST--PART 2

1. Select the good grooming habits by placing a "√" by each correct answer.

_____a. Bathe weekly.
_____b. Exercise regularly.
_____c. Get sufficient sleep.
_____d. Brush teeth seldom.
_____e. Eat regular meals.
_____f. Shave as often as required.
_____g. Clean and manicure nails.
_____h. Do not brush or comb hair.
_____i. Use deodorant or antiperspirant.
_____j. Shampoo hair as needed.
_____k. Wear extreme clothing styles.
_____l. Practice good posture.

2. Answer the following statements concerning physical fitness by writing TRUE next to the correct statements and FALSE next to incorrect statements.

_____a. You do not need to get regular physical examinations if you are healthy.
_____b. People differ in the amounts of sleep they require.
_____c. Avoid drugs, alcohol, and smoking.
_____d. You should exercise regularly to keep physically fit.
_____e. If you eat three meals a day, they do not need to be nutritious.

3. Point out things to consider when selecting clothing by circling the letter of each correct answer.

a. The fit and comfort of the garment.
b. How easy it is to care for.
c. One's personality.
d. Is it the most expensive item.
e. The fabric type and upkeep.
f. The life expectancy of the item.
g. Is it different from other clothing you own?

UNIT II

PERSONAL APPEARANCE

INFORMATION SHEET 3--SKIN CARE

I. Steps that lead to a good complexion.

  A. Eat the proper foods.

    1. Maintain a balanced diet.

    2. Avoid eating too many sweets, starchy foods, and foods that produce excessive oil, such as nuts and chocolate.

  B. Get plenty of rest.

  C. Exercise regularly.

  D. Maintain good personal hygiene.

    1. Keep the face clean.

    2. Shampoo hair as often as needed.

    3. Keep hands away from your face.

II. Skin problems.

  A. Acne--A disease of the skin common to teenagers.

    1. First stage: Blackheads--Pores clogged by excessive oil and dirt.

    2. Second stage: Pimples--Pores become filled by pus.

    3. Third stage: Cysts--Closed pore containing fluid or solid material and surrounding area.

    4. Fourth stage: Scarring.

  B. Causes

    1. Too much oil is secreted by the oil glands.

    2. Pores are not kept open by cleansing.

    3. Heredity

  C. What to do

    1. Cleanse skin frequently with soap and water.

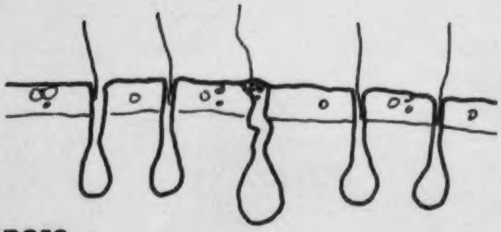
    2. Avoid certain foods.

    3. Get plenty of rest and exercise.

4. Get medical advice from the family physician.
5. Avoid squeezing the skin.
    a. Irritation and bruising of the skin occurs.
    b. Infection is more likely to develop.
    c. Scarring results.

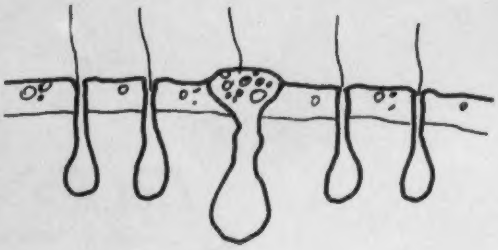
ACNE FORMATION

Blackhead



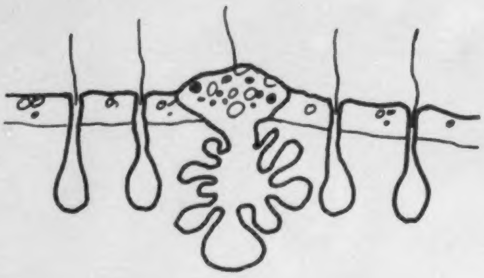
Excess oil that is produced mixes with dead skin cells and forms a plug in the pore.

Pimple



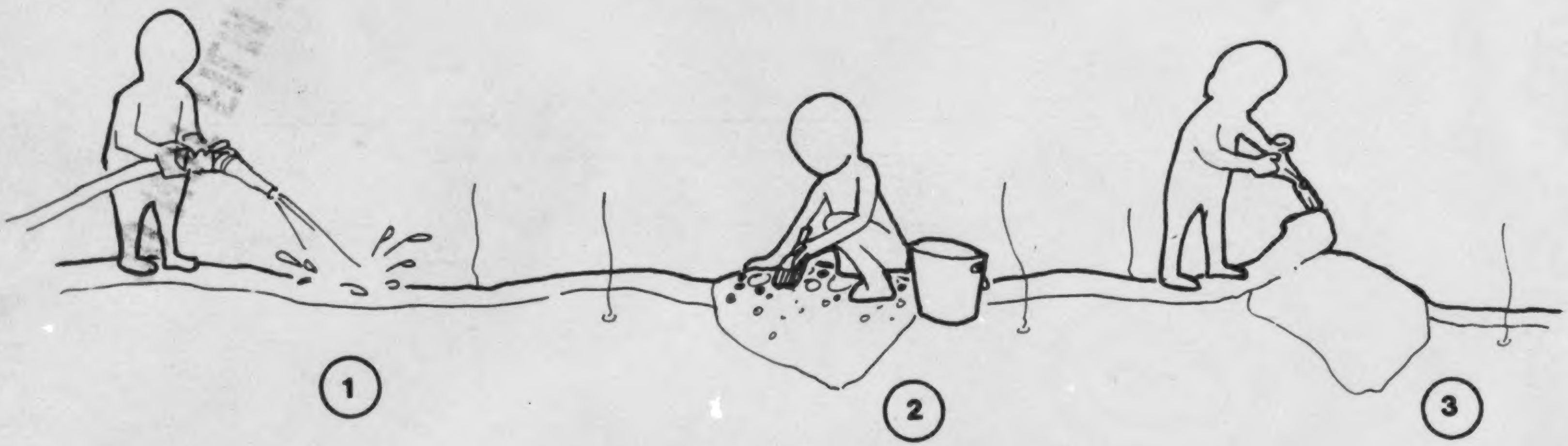
Even though the pore is plugged, the oil gland beneath doesn't stop working. What was once a blackhead becomes a full-blown pimple filled with pus.

Cyst



Continuous pressure from the oil that is being produced will cause the wall of the oil gland to burst under the skin. This becomes a hardened mass known as a cyst.

AIM OF ACNE TREATMENT



Degreasing and degerming the skin

Softening blackheads for easy removal

Drying and peeling the skin to help prevent blackheads, pimples and cysts

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 9--ACNE

A. List the different stages of acne blemishes.

1.

2.

3.

4.

B. Write a paragraph describing the steps for prevention and cure of acne.

C. What may happen if a person squeezes blemished skin?

1.

2.

3.

UNIT II

PERSONAL APPEARANCE

TEST PART 3

1. List the four steps that lead to a good complexion.

   a.

   b.

   c.

   d.

2. Match the name of the stages of acne with the description by drawing a line to connect the two.

   a. First stage

   b. Second stage

   c. Third stage

   d. Fourth stage

   1. Pores become filled with pus.

   2. Pores clogged by excessive oil and dirt.

   3. Closed pore containing fluid or solid material and invasion of surrounding area.

   4. Scarring.

3. Place a "✓" in the blank next to the statements that are correct concerning skin problems.

   ____a. Your face will clear up if you pick and mash pimples.

   ____b. Cysts are pores that are clogged with excessive oil and dirt.

   ____c. The fourth stage in acne is scarring.

   ____d. Heredity may be a cause of acne.

   ____e. Infection is more likely to occur if the skin is squeezed.

   ____f. Medical assistance is never needed in cases of teenage acne.

UNIT II

PERSONAL APPEARANCE

INFORMATION SHEET 4--GOOD NUTRITIONAL HABITS

I. Proper food and eating habits

  A. Proper eating habits affect your

    1. Appearance

    2. Performance

    3. Personality

    4. Future

  B. A balanced diet is important for proper physical and mental health.

  C. Teenagers need proper foods because:

    1. They use more energy.

    2. Their bodies demand more food for proper growth.

II. Basic food groups

  A. Milk--Includes cheese, ice cream and other milk products.

  B. Meat--Includes meats, fish, and poultry.

  C. Vegetables and fruits--Includes dark green and yellow vegetables and fruits.

  D. Breads and cereals--Includes grain products.

III. Recommended servings for teenagers

  A. Milk--Four 8 oz. servings.

  B. Meat--Two or more 6 oz. servings.

  C. Vegetables and fruits--Four or more ½ cup servings.

  D. Breads and cereals--Four servings (1 slice of bread, ½ to 3/4 cup of cereals, or 1 cup spaghetti product).

IV. Food nutrients

  A. Calories

    (NOTE: Avoid "empty calories" that do not have any nutritional value.)

    1. Used by the body for warmth.

2. Provide energy for daily activities.

B. Protein

(NOTE: Teenagers need large amounts of protein for body building and development of muscles).

1. Builds and repairs body tissues.

2. Sources--eggs, milk, lean meat, cheese, dried beans, peanuts.

C. Minerals

1. Build bones and teeth.

2. Regulate body functions.

3. Calcium

    a. Sources--milk, milk products.

    b. The most essential body-building mineral.

4. Iron

    a. Aids in the formation of blood cells.

    b. Sources--liver, lean beef, dried fruits, eggs, flour, leafy vegetables, shellfish.

D. Iodine

1. Regulates thyroid gland.

2. Too little causes the body to store food as fat.

3. Sources--iodized salt, seafoods.

E. Vitamins

1. Regulate body processes and assists the body to use energy sources.

2. Vitamin A

    a. Necessary for good vision, healthy clear skin.

    b. Sources--liver, sweet potatoes, dark green vegetables, yellow vegetables, egg yolk, milk and cheese.

3. Vitamin B

    a. Generally nonstorable and must be replenished daily.

    b. Aids all growth especially of the nervous system.

c. Sources--same as vitamin A producing foods.

4. Vitamin C

    a. Nonstorable--replenish daily.

    b. Holds cells together.

    c. Aids in the prevention of colds, scurvy, and skin diseases.

5. Vitamin D

    a. The "sunshine" vitamin.

    b. Produced by ultra violet rays of the sun.

    c. Aids the body in making use of minerals.

F. Water

1. Makes up 2/3 of the body's weight.
2. Carries nutrients to body cells.
3. Eliminates body wastes.
4. Aids in the digestion of food.
5. Regulates body temperature.

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 10--FOOD NUTRIENTS

Directions: Complete the following sentences by writing in the proper word.

A. Vitamins _______ and ______ are nonstorable nutrients and must be taken daily.

B. _______________________ provide warmth and energy.

C. Teenagers use large amounts of ___________ for body building and development of muscles.

D. Too little ____________ causes the body to store food as fat.

E. People should avoid ___________ because they provide no body building ingredients.

F. _____________ regulate body processes and assist the body to use energy sources.

G. Vitamin _______ aids in prevention of colds, scurvy, and skin diseases.

H. The most essential of the body building minerals is _________.

I. Vitamin ______ is needed for vision and healthy skin.

J. _______________ makes up two-thirds of the body's weight.

K. Because it is produced by ultra-violet rays of the sun, vitamin ______ is called the sunshine vitamin.

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 11--WHAT DO YOU EAT?

Directions: For the next five days make a list of all the foods you eat. Then put the food into one of the four food groups (meat, milk, vegetables and fruit, bread and cereal). When this is completed answer the following questions.

A. Am I eating the correct amounts in all four food groups?

B. What am I lacking?

C. How can I add these to my diet?

UNIT II

PERSONAL APPEARANCE

ASSIGNMENT SHEET 12--PLAN A WEEKLY MENU

Directions: Your meals each day should include enough of the four food groups to meet your body's requirements. Using the information on the information sheet, plan a menu for next week based on the daily requirements of the four food groups. Plan to eat at least one dinner at a fast food restaurant and bring one "brown bag" lunch to work or school.

UNIT II

PERSONAL APPEARANCE

TEST PART 4

1. Fill in the blanks with the word or words that best complete the sentences below concerning proper food and eating habits.

   a. A ____________ diet is important for proper physical and mental health.

   b. Proper eating habits affect your ______________, ___________, ___________________, and future.

   c. Teenagers need proper foods because their bodies use more ________________.

2. Point out the types of foods and recommended daily servings required for teenagers for each of the basic four food groups. Answers may be repeated as necessary.

Food choices	Required daily servings
Cheese and other dairy products	One serving
Beef, fish, and poultry	Two servings
Beans, tomatoes, and oranges	Three servings
Grain products	Four servings

	Food choice	Servings
Vegetables and fruit		
Meats		
Breads and cereals		
Milk		

3. Circle the word or words that best completes each statement concerning food nutrients.

   a. (Calories, Vitamins, Minerals) are used by the body for warmth.

   b. Milk and milk products are a good source of (iron, calcium, iodine).

   c. (Vitamins, Minerals, Protein) regulate body processes and assist the body to use energy sources.

   d. Liver, sweet potatoes, dark green vegetables, yellow vegetables and egg yolks are good sources of (vitamin C, vitamin D, vitamin A).

   e. (Water, Minerals, Protein) builds and repairs body tissues.

   f. The sunshine vitamin is (vitamin D, vitamin C, vitamin B).

   g. (Water, Protein, Calcium) makes up 2/3 of the body's weight.

   h. (Vitamin A, Vitamin B, Vitamin C) aids in the prevention of colds, scurvy, and skin diseases.

UNIT III

UNDERSTANDING YOURSELF

UNIT OBJECTIVE

After completing this unit, the student will be able to identify terms associated with self understanding, define the concepts that help to describe the development of the individual self, list the different selves one individual may seem to be, and explain how feelings about oneself develop. This knowledge will be evidenced through deomonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Define the terms associated with the development and understanding of oneself.
2. Point out the elements of self that make up each individual's whole person.
3. List ways to improve one's self concept.
4. Discuss three theories of "who you are."
5. Explain important points to consider about yourself.

UNIT III

UNDERSTANDING YOURSELF

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Give a pre-test based on the terms.

      2. Have the students describe how the terms can be applied to their needs.

      3. Have students complete ASSIGNMENT SHEET 1--USING TERMS CORRECTLY to reinforce this area of information.

      4. Have the students add these terms to their vocabulary file.

      5. Have a spelling test over the terms.

   B. INFORMATION SHEET 2--LEARNING ABOUT YOU

      1. Use the following transparencies to promote classroom discussions.

         a. TRANSPARENCY 1--THE VALUE OF YOUR BASIC NEEDS

         b. TRANSPARENCY 2--RESOURCES FOR SELF UNDERSTANDING

         c. TRANSPARENCY 3--YOU

         d. TRANSPARENCY 4--EXAMPLES OF APTITUDES

      2. Use the following assignment sheets to reinforce this area of information.

         (NOTE: Be sure to review the activities since some may be difficult for your students.)

a. ASSIGNMENT SHEET 2--ASSESSING INDIVIDUAL NEEDS

(1) Stress to the class the interrelationships of needs and the fact that lower level needs must be satisfied before the individual is concerned with higher needs.

(2) Ask the students for examples of each of the five levels of needs.

(3) Offer additional examples for needs that the students don't understand, such as self-fulfillment.

b. ASSIGNMENT SHEET 3--SELF-ANALYSIS A

c. ASSIGNMENT SHEET 4--SELF-ANALYSIS B

d. ASSIGNMENT SHEET 5--PERSONAL VALUES SCALE

e. ASSIGNMENT SHEET 6--VALUES SCALE

(NOTE: This assignment can be done with the class standing. An imaginary scale is drawn down the middle of the room. As each question is asked the students move to the point on the scale that represents their feelings.)

f. ASSIGNMENT SHEET 7--POPULAR CURES

g. ASSIGNMENT SHEET 8--INTEREST INVENTORY

(1) Have the students divide into small groups of three to four to discuss their lists.

(2) Have a general class discussion on the similarities and differences found in their groups.

(3) Point out which jobs students discovered did not interfere with their continued interest in hobbies and favorite activities.

h. ASSIGNMENT SHEET 9--FIND YOUR INTERESTS

(1) Ask the students to share their current interests with the group.

(2) Discuss various responses and how this demonstrates individuality.

(3) Discuss with the students the value of their interests when choosing a career.

(4) Stress the fact that the students differ as individuals with each having some unique strengths and weaknesses.

(5) Have a class discussion and give examples of the relevance of aptitude tests for certain job selections.

C. INFORMATION SHEET 3--SELF-CONCEPT

1. Use TRANSPARENCY 5--SELF CONCEPT to promote classroom discussion.

2. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 10--THE REAL ME NAME TAG

    b. ASSIGNMENT SHEET 11--IDENTIFYING PERSONAL CHARACTERISTICS

        (1) Provide materials such as brown paper bags (or shoe boxes), felt-tip pens, glitter, construction paper, magazines, scissors, glue, and other decorating supplies.

        (2) Encourage the students to bring personal items to include in their bags or boxes.

        (3) Ask the students to present their "bags" to the rest of the classs and explain how the items and decorations symbolize personal characteristics or interests.

        (4) When all students have completed their presentations, lead a class discussion about how everyone is not always the way one appears. Point out that some students have interests that one would not notice simply by appearances.

    c. ASSIGNMENT SHEET 12--RECOGNIZING INDIVIDUALITY

        (1) You will need a large box and enough potatoes for the class.

        (2) Have the students write a paragraph on their particular potato. The paragraph should include their potato's personality, abilities, physical makeup etc.

        (3) Have the class discuss the similarities and differences among potatoes and relate the findings to human beings. Note that persons are both alike and unique in many ways.

        (4) Ask the students to write five ways they are similar to their classmates and five ways that they are different from their classmates.

    d. ASSIGNMENT SHEET 13--TWENTY THINGS YOU LIKE TO DO

3. Have each student make up a nickname beginning with the first letter of his/her name and use the nickname during this unit.

   EXAMPLES: Silly Sally, Funny Frank

   (NOTE: This will give students and the coordinator some insight into the students' self-concepts. Most students' nicknames will be very descriptive or just the opposite of the way they seem themselves.)

4. Have the students talk about themselves for three minutes. An alternate activity is to divide the class into pairs and let each individual interview the other.

5. Have the student make collages that represent themselves and present them to the class.

D. INFORMATION SHEET 4--THE DIFFERENT SIDES OF YOU

1. Use the following transparencies to promote classroom discussions.

   a. TRANSPARENCY 6--THREE SIDES OF SELF

   b. TRANSPARENCY 7--WHO ARE YOU?

2. Use the following assignment sheets to reinforce this area of information.

   a. ASSIGNMENT SHEET 14--WHO AM I?

   b. ASSIGNMENT SHEET 15--I AM

   c. ASSIGNMENT SHEET 16--SELF-IMPROVEMENT PLAN

3. Lead a class discussion about how everyone is not always the way one appears.

4. Have the students give examples of how an individual may appear different to different people.

III. Answers to assignments sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

A. The test is divided into four parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

   1. Give each part of the test after the student has completed the information in one information area or sheet.

   2. Give the entire test upon completion of the unit and assignment sheets.

   3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References:

A. Chapman, Elwood. Your Attitude is Changing. Chicago: Science Research Associates Inc., 1966.

B. Eggland, Steve and Williams, John. Human Relations in Business. Dallas: South-Western Publishing Co., 1977.

C. General Related Units of Instruction, Kansas State Department, Instructional Materials Center, Kansas.

D. Group Instruction for Cooperative Programs. Oklahoma State Department, Curriculum and Instructional Materials Center. Stillwater, Oklahoma.

E. Methods and Materials for Teaching Occupational Survival Skills. Department of Vocational and Technical Education. Urbana, Illinois: University of Illinois, 1977.

UNIT III

UNDERSTANDING YOURSELF

ANSWERS TO ASSIGNMENT SHEETS

Assignment sheets 1-16

Evaluated to the satisfaction of the instructor.

UNIT III

UNDERSTANDING YOURSELF

ANSWERS TO TESTS

PART 1

1. d
2. i
3. e
4. j
5. b
6. c
7. a
8. f
9. h
10. g

Part 2

1. a. ✓
   b.
   c. ✓
   d.
   e. ✓
   f.
   g.
   h. ✓
2. a. Physical needs
   b. Safety needs
   c. Social needs
   d. Esteem needs
   e. Self-fulfillment needs
3. a. False
   b. False
   c. False
   d. True
   e. False
   f. True
   g. True
   h. True
   i. True
   j. False
   k. True

Part 3

1. a. True
   b. False
   c. False
   d. True
   e. True
   f. True
   g. True
2. a. x
   b.
   c. x
   d. x
   e.
   f. x
   g. x

Part 4

1. a. The person you think you are.
   b. The person others think you are.
   c. The person you are.
2. a. ✓
   b.
   c. ✓
   d. ✓
   e. ✓
   f.
   g. ✓
3. a.
   b.
   c.

UNIT III

UNDERSTANDING YOURSELF

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Abilities--Skills or interests that you have developed.

B. Aptitudes--Seemingly natural tendencies to perform or do well in some areas such as music or mathematics.

C. Feedback--Receiving information from others about the degree of success of something you are doing.

D. Interests--The activities which you enjoy doing or learning about.

EXAMPLES: Working with plants or repairing cars.

E. Motivation--The energy, need, or desire that causes one to act.

F. Needs--The things that you must have to survive.

G. Potential--Something that can develop into actuality if it is encouraged.

H. Priorities--Events or things in one's life which must be handled or done before other things.

I. Trait--A part of one's personality that is easily identified with that person.

EXAMPLES: Neatness or a positive attitude.

J. Values--Ideas or feelings that you have about what is most important, desirable, and worthwhile in your life, and which influence almost everything you do.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 1--USING TERMS CORRECTLY

Directions: Write a paragraph using each of the terms listed below. Discuss yourself or your training station. Use Information Sheet 1 for an explanation of the terms.

- Ability
- Interests
- Traits
- Needs
- Potential
- Values
- Motivation
- Feedback

UNIT III

UNDERSTANDING YOURSELF

TEST PART 1

Directions: Match the term in the right column with its correct meaning on the left by placing its letter in the blank.

____1. The things you must have to survive.

____2. The seemingly natural ability to do well in some areas.

____3. Ideas or feelings that you have about what is important to you.

____4. Receiving information from others about the degree of success of something you are doing.

____5. The energy, need, or desire that causes one to act.

____6. A part of one's personality that is easily identified with that person.

____7. The activities which you enjoy doing.

____8. Skills or interests that you have developed.

____9. Events or things which must be handled or done before other things.

___10. Something that can develop into actuality if it is encouraged.

a. Interests
b. Motivation
c. Trait
d. Needs
e. Values
f. Abilities
g. Potential
h. Priorities
i. Aptitudes
j. Feedback

UNIT III

UNDERSTANDING YOURSELF

INFORMATION SHEET 2--LEARNING ABOUT YOU

I. Some questions you may ask yourself.

- A. Who am I ? Do I have parts?
- B. What about the world out there ? Does it affect me?
- C. Can I change if I would like to be different?
- D. What if I don't know what I want?
- E. Am I just like everyone else?

II. Three theories of "who you are"

- A. Individuals are the persons they believe themselves to be (Donald Super)

  EXAMPLE: Persons considering themselves as outdoorsy and tough will choose an occupation that will fit their pictures of themselves, such as construction workers.

- B. An individual's life is divided into three stages: (Dr. Eli Ginzberg)
  1. Age 10 to 12--the fantasy of "I can be anything" stage.
  2. Age 12 to 17--the tentative or "I think I might" stage.
  3. Age 17 to 20--the realistic or "I would enjoy that occupation but I would settle for this occupation" stage.
- C. Every individual has certain basic needs that must be fulfilled and the most basic need must be satisfied before the others can become important (Dr. Abraham Maslow)
  1. Our needs can be grouped into five areas.
     - a. Physical needs--hunger, sleep, thirst, being healthy.
     - b. Safety needs--being free from fear or danger.
     - c. Social needs--being with others like ourselves.
     - d. Esteem needs--liking yourself and having others like you and respect you.
     - e. Self-fulfillment needs--being everything that you can be with what you have and are (Maslow calls them self-actualization needs).

2. Needs are placed in pyramid-like figure to show the idea that one need builds upon the need below it.

III. Things you can look at or think about to try to find out about yourself--the parts of you that make you who you are.

A. Your experiences, and how you understand them, have helped you to become the person you are.

(NOTE: You do not always have control over your experiences. Some happened to you when you were younger or before you could understand them.)

B. Your successes and failures are partially responsible for the feelings you have about yourself and your importance.

C. The goals you set (or do not set) for yourself provide reason to move forward or better yourself.

1. It is more difficult to accomplish something if you don't make some plans (set a goal to reach.)

2. Drifting around with no special goal, does not help you to learn to follow through on any task you begin.

D. The values which have become part of your life are very much an influence on the things you do and on the person you become.

1. Values are important since your actions are based on them.

2. Values change and are affected by many different things.

3. It is important to think about potential careers in terms of how they fit with your values.

4. Values are not good or bad, but are indicators of what is important to you.

5. Each person is unique and complex and has many values that operate together.

E. Part of getting to know and understand yourself is to take inventory of your interests.

1. This can be done informally by thinking about the things you like best.

a. Think about your hobbies.

b. What are your favorite classes in school?

c. What activities are you involved in outside of school?

2. A formal interest inventory can be taken to show what kinds of work activities interest you.

F. The expectations that you have for yourself and that others have for you can support your efforts for, or get in the way of, your success.

G. Your aptitudes play a part in the choices you make about what you will do with your life.

(NOTE: Having an interest in a career is not the only thing that is necessary for being successful at a job. You must also have an aptitude for, or ability to perform, the job.)

EXAMPLE: You may be interested in being a musician but if you lack the ability to play an instrument, you'll never make it to the "big time."

1. To be able to work toward realistic career goals, you must know something about your abilities.
2. Your grades can be a fairly accurate measurement of your aptitudes and abilities unless you haven't tried to do your best.
3. Your school counselor can help you learn what your strengths and weaknesses are through aptitude testing.

H. Your abilities show you the areas in which you have taken time to learn and improve yourself.

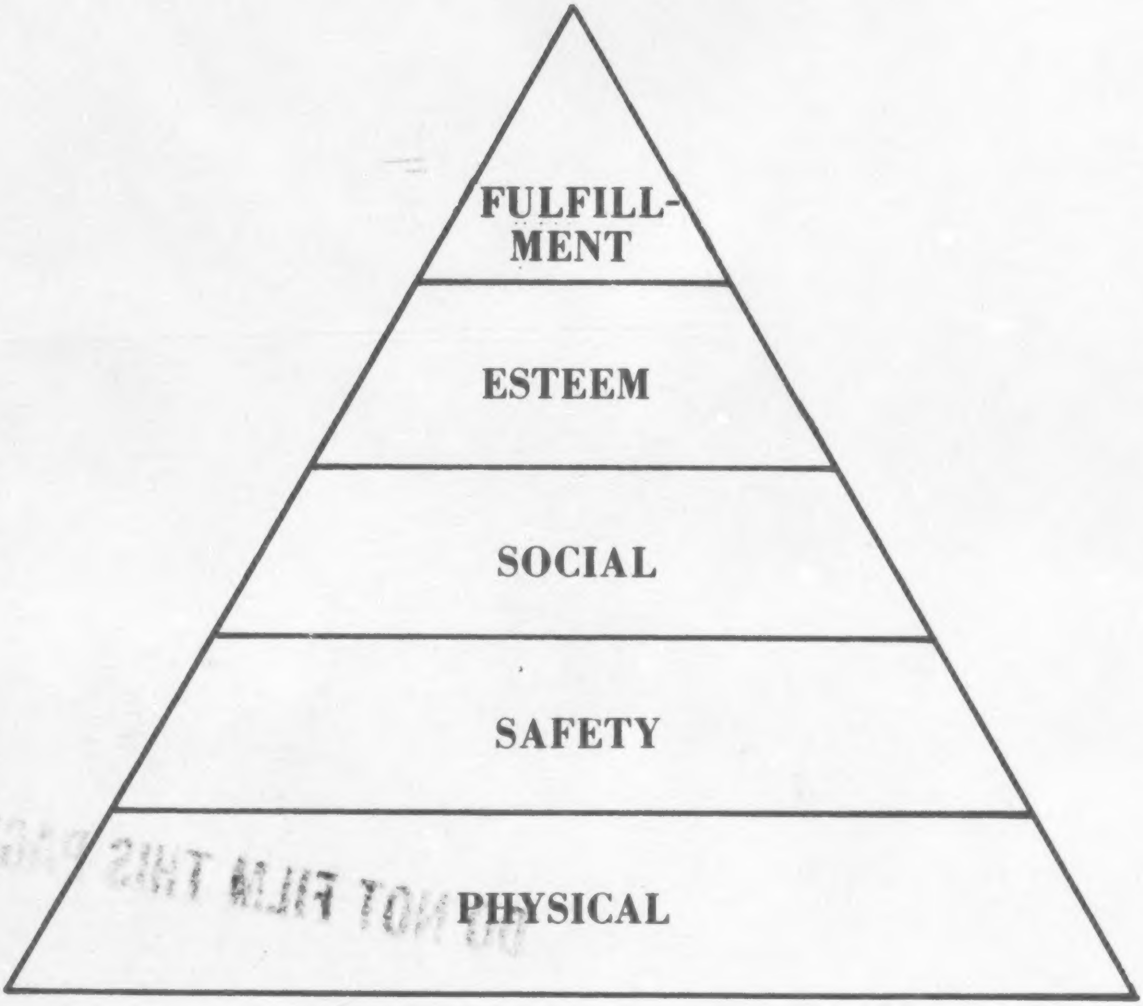
I. Looking at your needs, how important each one is to you, and how well they've been met will help you to realize how you came to be who you are right now.

J. Your attitude can tell people how you feel about life, and can influence the things you do every day.

1. Your attitude is composed of beliefs, feelings, and actions.
2. A positive attitude usually means that you feel pretty good about life and your part in it.
3. A negative attitude means that you don't feel very good about life and your part in it.

K. When you consider your personality, you will be thinking about all of the things that you have just read and thought about, and the way they all fit together to make a picture of the whole you.

THE VALUE OF YOUR BASIC NEEDS


FULFILL-
MENT
ESTEEM
SOCIAL
SAFETY
PHYSICAL

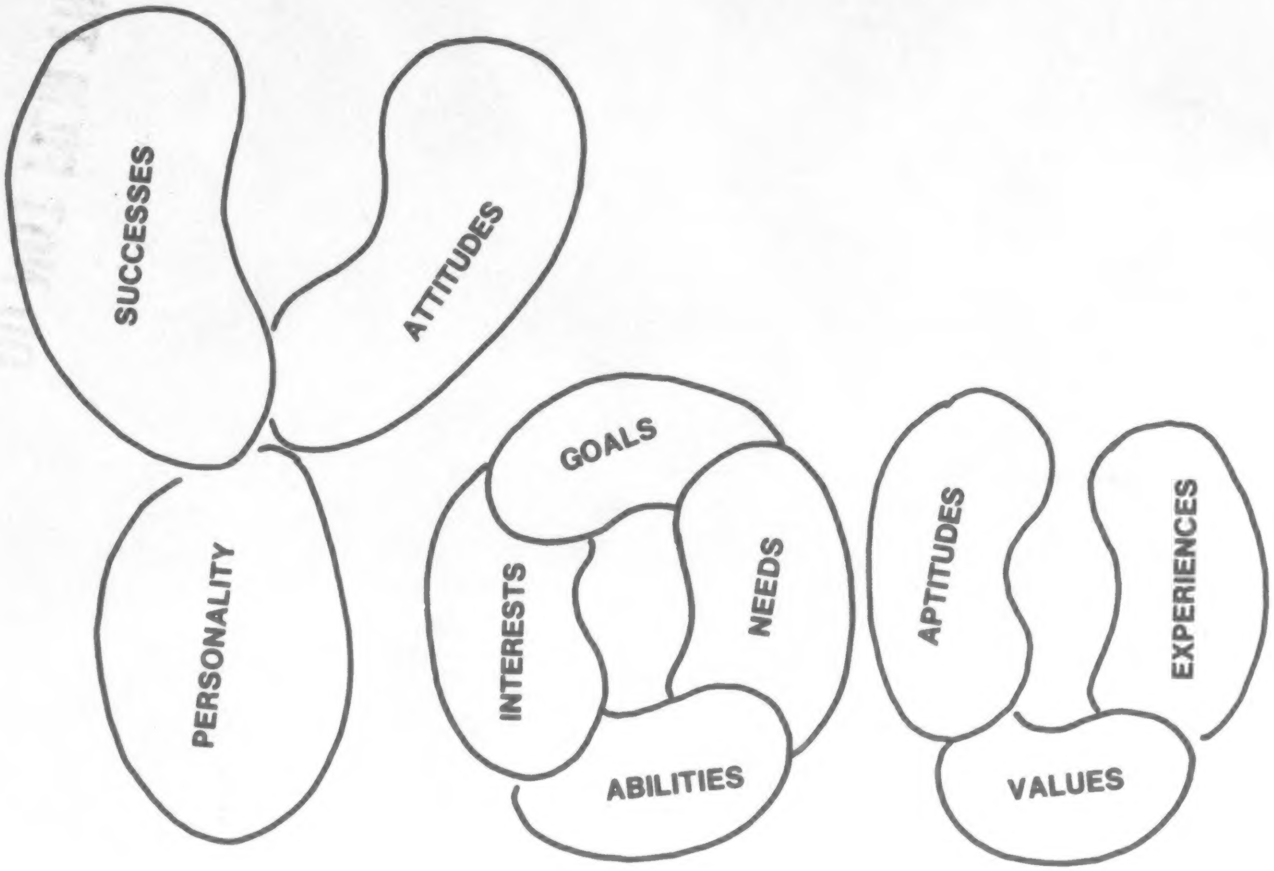
TM-1

RESOURCES FOR SELF-UNDERSTANDING

- **YOUR TALENTS AND SKILLS**
- **YOUR INTELLIGENCE**
- **YOUR MOTIVATION**
- **YOUR FRIENDS**
- **YOUR EDUCATION**
- **YOUR FAMILY**
- **YOUR EXPERIENCES**
- **YOUR APPEARANCE**
- **YOUR HEALTH**

The more you have going for you in each of these categories, the more choices you will have in life.

YOU


SUCCESSES
ATTITUDES
PERSONALITY
GOALS
INTERESTS
NEEDS
ABILITIES
APTITUDES
EXPERIENCES
VALUES

TM-3

EXAMPLES OF APTITUDES

VERBAL
Ability to understand meanings of words, and to use them effectively

NUMERICAL
Ability to work with numbers quickly and accurately

SPATIAL
Ability to understand how one part will appear when it is combined with other parts to make a whole (example: blueprint reading)

FORM PERCEPTION
Ability to see the difference in shapes and in shadings of figures, widths, and lengths

CLERICAL PERCEPTION
Ability to understand necessary details in verbal and tabular materials

MOTOR COORDINATION
Ability to rapidly and accurately coordinate eyes and hands in making precise movements

FINGER DEXTERITY
Ability to move the fingers and handle small objects rapidly and accurately

MANUAL DEXTERITY
Ability to move hands easily and skillfully in placing and turning objects

EYE-HAND-FOOT COORDINATION
Ability to move eye-hand-foot together in performing tasks

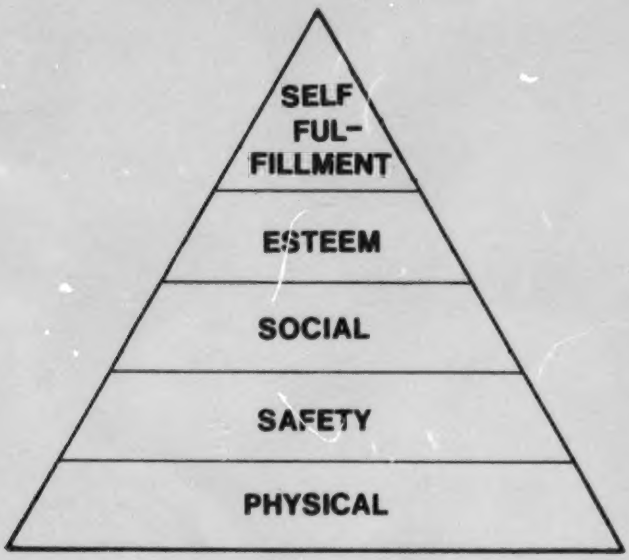
COLOR DISCRIMINATION
Ability to recognize similarities or differences in color

INTELLIGENCE
Ability to "catch on," to reason and make judgments; one's general learning ability

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 2--ASSESSING INDIVIDUAL NEEDS


SELF
FUL-
FILLMENT
ESTEEM
SOCIAL
SAFETY
PHYSICAL

Directions: Using the drawing of Maslow's hierarchy of needs as a guide, answer the following questions concerning your needs.

A. What needs do you have at the physical level and how are they met?

B. What needs do you have at the safety level and how are they met?

C. What needs do you have at the social level and how are they met?

D. What needs do you have at the esteem level and how are they met?

E. What needs do you have at the self-fulfillment level and how are they met?

F. What are the three most important needs you have now?

G. What can you do about meeting these three needs?

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 3--SELF-ANALYSIS A

Directions: Answer the following questions honestly as they apply to your training station and/or classroom experiences by checking the most appropriate column. Then analyze the statements checked "Sometimes" and "Rarely".

	Rarely	Sometimes	Usually
1. Are you able to act naturally under all circumstances?			
2. Do you look for opportunities to meet those in positions of authority?			
3. Do you avoid criticizing others?			
4. Are you able to give credit to others for what they do, rather than seek first to obtain credit for yourself?			
5. Do you try to have a positive attitude?			
6. Are you just unlucky?			
7. Do you approach your work with confidence?			
8. Do you think your friends are more capable than you are at most things?			
9. Do you try to improve your attitudes?			
10. Do you feel others are luckier than you are?			
11. When you fail, do you come right back?			
12. Do you treat friends and co-workers as though they were important?			
13. Do you think you will succeed?			
14. Are you honest?			
15. Are you willing to accept more responsibility on your job?			
16. Do you have any bad habits that will hinder your progress.			
17. Do you do your duties promptly and efficiently and with little or no supervision?			
18. Do you finish the things you start?			
19. Do you feel your present training station can help you in your future career?			

	Rarely	Sometimes	Usually
20. When you see your friends succeed, do you wish you were doing whay they are?			
21. Do you feel that limitations are things others put on you?			
22. Do you try to appreciate, understand, and show a sincere interest in friends and co-workers?			
23. Do you try to learn as much as you can at your training station?			
24. At your training station, do you try to be a real service to people?			
25. Do you laugh at others' mistakes?			
26. Do you try to be free from superstitions and prejudices?			
27. Do you listen attentively to what people say without interrupting them?			
28. Do you observe closely what is going on around you and understand the significance of it?			
29. By reading and studying, do you keep informed about current events, your training station, your future career, and subjects of popular interest?			
30. Do you try to find ways to help other people at your training station?			
31. Do you believe it is important for a person in business to be civic-minded?			
32. Do you find your dealings with others at work very frustrating?			
33. Do you try to be cooperative?			
34. Do you avoid carrying tales and gossip about others?			
35. Do you try to see the other person's point of view?			
36. Do you refrain from telling others what you think of them?			
37. Do you avoid arguments?			
38. Do you avoid making fun of others?			
39. Do you keep out of other people's business?			
40. Do you avoid finding fault with everyday little things?			
41. Do you keep your personal troubles to yourself on the job?			

	Rarely	Sometimes	Usually
42. Do you feel honesty is the way to success?			
43. Do you really enjoy your work?			
44. When you feel "down" do you try to work harder?			
45. Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?			
46. Do you congratulate your friends upon their achievements?			
47. Can you be depended upon to keep your promises to friends and co-workers?			
48. Do you defend from unjust criticism from persons around you?			
49. Do you try to achieve your goals?			
50. Do you measure success by money?			
51. Do you try to achieve one goal at a time?			
52. Do you believe we become what we think about, what we concentrate on achieving?			
53. Do you believe the most useful goals are specific goals?			
54. Do you feel wealthy people do not have problems?			
55. Do you worry about past mistakes and failures?			
56. Do you control your temper?			
57. Do you often feel enthusiastic about something you wish to do?			
58. Are you able to accept decisions about everyday things easily?			
59. Are you able to interest yourself in the details of your training station?			
60. Are you careful not to hold grudges against others?			
61. Do you usually look on the bright side of situations?			
62. Are you able to work cooperatively with others?			
63. Do you believe that you get rewards when you serve others?			

	Rarely	Sometimes	Usually
64. Do you try to see yourself as others see you?			
65. Do you feel you could increase your productivity at your training station?			
66. Do you feel that desiring money is wrong?			
67. Do you believe that it is important to accumulate wealth?			
68. Do you believe how much money we earn is determined by how hard it would be to replace us?			
69. Do you feel it is wicked for your employer to make a profit?			
70. Do you think that profit provides jobs?			
71. Do you try to do something nice every day?			
72. Do you jump from one thing to another when trying to accomplish things?			
73. Do you plan your time wisely?			
74. Do you believe that for every effect there is a cause?			
75. When there is a problem at the training station or at school, do you try to be part of the solution?			
76. Do you get impatient with others?			
77. Are you impatient with yourself?			
78. Do you feel you will be rewarded in some way if you do well at your training station or at school?			
79. Do you exaggerate?			
80. Do you flatter people for personal gain?			
81. Do you avoid embarrassing others?			
82. Do you learn, remember, and use the names of those you meet?			
83. Do you know thr rules of etiquette and observe them?			
84. Do you think about the rights of others before you think of your own?			
85. Do you show respect for everyone regardless of position?			
86. Do you appreciate what others do for you and always thank them?			

	Rarely	Sometimes	Usually
87. Do you believe people who work hard make life miserable for others?			
88. Do you make every effort to improve?			
89. Do you want to be like your friends?			
90. Do your friends try always to do their best?			
91. Do your friends influence your achievements?			
92. Are you well-groomed?			
93. Do you do just enough to slide by?			
94. Do you smile frequently?			
95. Do you realize that you are a unique and valuable person?			
96. Do you think about the exciting possibilities in your future career?			
97. Do you try to improve your human relations skills?			
98. Do you act maturely in your attitudes, outlook, and actions?			
99. Do you return what you borrow to its proper place?			
100. Do you accept at least part of the blame for your failures?			

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 4--SELF-ANALYSIS B

Directions: Check the appropriate column. No one will see this but you. It will not affect your grade. It is simply to help you look at yourself as you work on self-improvement.

POSITIVELY	NEVER	MAYBE	WILL YOU . . .
			1. write letters to the editor?
			2. write Ann Landers?
			3. quit smoking?
			4. marry for money?
			5. be a candidate for public office?
			6. be active in a civic club?
			7. allow yourself to get fat?
			8. always watch daytime soap operas?
			9. marry someone who goes to a church other than yours?
			10. consider becoming or engaged without giving or gettin a ring?
			11. always read the sports page of the newspaper?
			12. read movie magazines?
			13. travel in France?
			14. attend cultural events?
			15. always read the editorials of the local paper?
			16. subscribe to HUSTLER or COSMOPOLITAN?
			17. read the newspaper?
			18. have a swimming pool?
			19. go to a psychiatrist if necessary?
			20. vote the way you feel?

POSITIVELY	NEVER	MAYBE	WILL YOU . . .
			21. order a cola rather than a cocktail when with friends?
			22. experiment with drugs?
			23. move in with relatives after you are married?
			24. have a picture of a movie star in your room?
			25. like your in-laws?
			26. join the military?
			27. own real estate?
			28. have regular physical and dental checkups?
			29. work with the sick and elderly?
			30. continue your education?
			31. give a present to someone for no special reason?
			32. read a book on self-improvement?
			33. refuse to take money that is not yours?
			34. do your work even when the supervisor is away?
			35. set goals?
			36. assume new responsibilities on the job?
			37. envy other people?
			38. break a promise?
			39. defend someone you think was wronged?
			40. try to do too much at once?
			41. worry so much you'll become ill?
			42. subscribe to the WALL STREET JOURNAL?

POSITIVELY	NEVER	MAYBE	WILL YOU . . .
			43. always read the horoscope in the newspaper?
			44. always read the front page of the newspaper?
			45. have a large family?
			46. watch more than three hours of TV per day?
			47. turn on the radio immediately upon entering your house?
			48. insist on a fancy wedding?
			49. go to a nice restaurant once a month?
			50. do a good deed every day?
			51. move far away from your family?
			52. work with small children?
			53. pass up your favorite dessert?
			54. date two people at once?
			55. drive recklessly?
			56. lock all doors when you leave the house?
			57. be unfaithful to your spouse?
			58. dislike your mother?
			59. take paper clips or envelopes from your business?
			60. call in sick when you were up late the night before?
			61. have trouble sleeping?
			62. blow off steam in front of people at work?

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 5--PERSONAL VALUES SCALE

Directions: This scale provides a brief, simple means to identify your personal values. Read each of the 50 statements. If a statement is always true, circle the 10. If a statement is usually true, circle the 7. If you are not sure whether a statement is true or false, circle the 5. If a statement is seldom true, circle the 3. If a statement is never true, circle the 0.

1.	I enjoy attending rock concerts.	10	7	5	3	0
2.	I give to worthwhile causes.	10	7	5	3	0
3.	I envy the way politicians are recognized everywhere they go.	10	7	5	3	0
4.	I would rather spend the weekend at home with my family rather than out with my friends.	10	7	5	3	0
5.	If I had the talent,I would like to write stories.	10	7	5	3	0
6.	I enjoy making decisions that involve others.	10	7	5	3	0
7.	I have regular health check-ups.	10	7	5	3	0
8.	When I am grown, I will participate in church activities.	10	7	5	3	0
9.	Many friends are important to me.	10	7	5	3	0
10.	I would like to be financially secure by the time I'm 45.	10	7	5	3	0
11.	I like to assist my fellow classmates with homework.	10	7	5	3	0
12.	I like to go to art museums.	10	7	5	3	0
13.	I have several very close friends.	10	7	5	3	0
14.	If I had the talent, I would like to be an actor/actress.	10	7	5	3	0
15.	I am close to my mother (father).	10	7	5	3	0
16.	I have been active in church work.	10	7	5	3	0

17.	I would prefer to be the supervisor rather than a worker even if I didn't make any more money.	10	7	5	3	0
18.	I enjoy writing articles for the school paper.	10	7	5	3	0
19.	I would enjoy being around famous people.	10	7	5	3	0
20.	I see my dentist regularly.	10	7	5	3	0
21.	I like to go to parties.	10	7	5	3	0
22.	I would do volunteer work at the hospital in the summer than to go on a vacation.	10	7	5	3	0
23.	I would spend money for needed dental work rather than buy an extra pair of tennis shoes.	10	7	5	3	0
24.	I would rather be a leader than just a member in my club.	10	7	5	3	0
25.	I think it would be fun to write a skit for my coop class.	10	7	5	3	0
26.	If I were a teacher, I would rather teach art than science.	10	7	5	3	0
27.	I like to be in charge of meetings.	10	7	5	3	0
28.	I often daydream about things I would , buy if I were rich.	10	7	5	3	0
29.	I believe that prayers are answered.	10	7	5	3	0
30.	I enjoy doing things for my family.	10	7	5	3	0
31.	I will run errands for elderly neighbors.	10	7	5	3	0
32.	I like to write poems.	10	7	5	3	0
33.	I believe that one should give to a church on a regular basis.	10	7	5	3	0
34.	I would like to be a well-known actor/ actress.	10	7	5	3	0
35.	I like to be with people.	10	7	5	3	0
36.	I like to write music.	10	7	5	3	0
37.	I like to look at beautiful art objects in a store.	10	7	5	3	0

38. I like family discussions.	10	7	5	3	0
39. My dream house is very expensive.	10	7	5	3	0
40. I like to be the one who makes the decisions.	10	7	5	3	0
41. I like to help people in trouble.	10	7	5	3	0
42. I would care for an elderly relative if I were needed.	10	7	5	3	0
43. I go to church regularly.	10	7	5	3	0
44. Someday I would like to have a job that pays a lot of money.	10	7	5	3	0
45. I like to buy expensive things.	10	7	5	3	0
46. I like to be noticed.	10	7	5	3	0
47. I try to please my family in the things I do.	10	7	5	3	0
48. I plan to take my children to concerts and museums.	10	7	5	3	0
49. I believe the use of marijuana should be legalized.	10	7	5	3	0
50. I feel really good after I help someone in need.	10	7	5	3	0

After you have completed the scale, fill out the following table. For each of the 10 values, record the number circled for each statement. Then total the numbers under each value. Plot your totals on the table to see where you place your values and how you compare with other students.

Recognition Statement #	Money Statement #	Power Statement #	Religion Statement #	Humanism Statement #
3. ____	10. ____	6. ____	8. ____	2. ____
14. ____	28. ____	17. ____	16. ____	22. ____
19. ____	39. ____	24. ____	29. ____	31. ____
34. ____	44. ____	27. ____	33. ____	41. ____
46. ____	45. ____	40. ____	43. ____	50. ____
Total ____	Total ____	Total ____	Total ____	Total ____

Family Statement #	Health Statement #	Aesthetic Statement #	Creative Statement #	Social Statement #
4. ____	7. ____	1. ____	5. ____	9. ____
15. ____	20. ____	12. ____	18. ____	11. ____
30. ____	23. ____	26. ____	25. ____	13. ____
42. ____	38. ____	37. ____	32. ____	21. ____
47. ____	49. ____	48. ____	36. ____	35. ____
Total ____	Total ____	Total ____	Total ____	Total ____

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 6--VALUES SCALE

Directions: Decide where on the following scales you would place yourself. Do not "go along with the crowd" just because you are afraid of being different or because you do not want to think seriously about an issue. Be careful not to always mark the middle of the scale. It would be unusual for someone to always be exactly in the middle of every issue.

1. How far would you go to be popular?

Kookie Knievel--Do anything including risking health and safety.	Aloof Amy--Do nothing at all.

2. How much personal freedom do you have?

All decisions are made for you.	All decisions made by you.

3. How much freedom do you want?

All decisions are made for you.	All decisions made by you.

4. How do you feel about what you wear?

Messy Morgan--His clothes are more holey than righteous.	Betty Beautiful--Even irons underwear.

5. How do you feel about fussing?

Battlefield Barbara--Argues at the drop of a hat.	Peaceful Pam--Love, hearts, and flowers all the time, sickingly sweet.

6. How are you about making decisions?

Undecided Eugene--Can't even decide what to wear.	Lightning-Fast Larry--Does not waste a second, never at a loss for an opinion.

7. How do you feel about competition?

Apathetic Arnold--Avoids all competition.	Wendel Winner--Walks over anyone to win any way he can; winning is his only concern.

8. How much do you want from your family?

Anne Apronstrings--Totally dependent on family; no outside interests or friends.

Independent Iris--Would rather be rid of the family.

9. How do you feel about going to school?

Hooky Harry--Thinks school is a communist plot.

Rah Rah Rosie--Loves school so much the teachers added her to the payroll.

10. How much do you talk to others?

Silent Sam

Blabber Mouth Bessie

11. How do you feel about marriage and divorce?

We-Can-Always-Get-A-Divorce

Death-Do-Us-Part

12. How do you handle your money?

Generous Gail--Spends all, gives it away, never enough for necessities.

Tightwad Thomas

13. What percentage of the time are you happy?

10%

100%

14. How much do you worry?

Don't-Give-A-Hoot-Hal

Worry-Wart-Wanda

15. How much do you try to please authority figures like supervisors or teachers?

Rebel

Apple polisher

16. How would you raise your child?

Permissive Patty

Strict Steven

17. How helpful are you to others?

Nasty Nadine--Wouldn't do anyone a favor.

Handy Harry

18. How much time do you spend watching TV and driving around?

Educational stations and trips to the grocery store only.

Late, late, late shows and the "Indy 500."

19. How informed are you of current events?

Nothing but the sports page and Dear Abby.

Headlines to comics and evening news on TV.

20. How are you at compliments?

Can't receive one.

Can't give one.

21. How often do you smile?

Sad Sally--Looks like she ate a pickle and then froze.

Smiley Sue--Forced, unnatural.

22. How positive are you?

If anything can go wrong it will.

Life is just a bed of roses.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 7--POPULAR CURES

Directions: The following miracle cures are advertised on television with clever slogans and jingles. Select the five cures that you value the highest. Then select select five cures that you value the least. Discuss your choices in small groups and see if you can discover any patterns in your choices. What values are the basis of your choices? Are there choices that do not fit the pattern?

A. Charles Atlas and Miss Universe's Body Beautiful Lotion--Makes you look like you want to look.

B. Albert Einstein's Smart Tonic--Guarantees a high I.Q. and good grades with a lot of common sense.

C. Six Million Dollar Man and Wonderwoman Plan--Earn millions and all that money will buy in a matter of weeks.

D. Loveable Lucy's Love Lotion--Guarantees that you will love and be loved by everybody and everything at all times.

E. Sexy Susy's Secrets--Lets you know how to have sex appeal.

F. Pop U. Larity's Power-packed Potion--Guarantees friends, offices, honors, and all kinds of success.

G. Joan Jobgetter Agency--Any job you want with free training programs to make you qualified as you go up the ladder of success.

H. Ecology Rules Pamphlet--Clean-up air, water, and the smoking section of your medical facility in five easy steps.

I. Issue-solving Cathartic--Cures all social ills from war to floods to abortion questions.

J. Discrimination Debbie's Protest Songbook--Learn the words and guitar chords to the top protest songs of this decade; see immediate progress or your money back.

K. Jet Lag Junior's Travel Agency Package Plan--World-wide travel; stay in nice hotels, take pictures in all tourist traps around the world.

L. Civic Service Palm's Plan--Guides you in building parks, raising money for the handicapped, and other worthwhile projects.

M. Reagan's Remedy--Gain political power and prestige in just one hundred and one easy steps and campaign speeches.

N. All In The Family New and Improved Powder--Harmony in the family; you will have acceptance and freedom without accompanying hassles.

O. Self-concept Clara's Self-confidence Tonic--Know self; accept self; improve self; like self.

P. Happy Howard's Happy Pills--Be happy and positive in all, and I do mean in spite of all situations.

Q. Peace of the Rock--Real inner peace that spreads to all.

R. Health Food Formula--Insures good digestion, no stress, no wrinkles, and no bad colds.

S. Dandy Dan's Dynamite Six-pack of Self-control Glue--Helps you stick to any project you start with a bonus of an extra two ounces of self-discipline, free of charge.

T. Kind-To-All Conditioner--Helps you be manageable and nice to all people in spite of their meanness.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 8--INTEREST INVENTORY

Directions: List at least 10 things you enjoy doing. Then complete the questions that follow.

Things I enjoy doing	Can I still do this after I get a job?	Do I do this often?	Was I ever told to do this?	A related job
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 9--FIND YOUR INTERESTS

Directions: Answer each of the questions below.

A. School Record (Considering as many of the following grades as you have completed: Grade 6, 7, 8, 9)

1. Average subject grade: mathematics_____, science______, English______, and social studies______.

2. Two favorite school subjects:

a.______________________ b.______________________

B. School Activities (sports, clubs, special projects)

1. Favorite school activity ____________________________________

a. It is interesting because ______________________________

____.

b. My major responsibility in the activity was____________

____.

2. Another interesting school activity I liked________________

____.

My part in the activity was________________________________

____.

C. Hobbies

1. My favorite hobby is ______________________________.

This hobby involves ______________________________.

2. Other hobbies are______________________________.

D. My strongest skill or ability is ______________________________

____.

E. Family members and friends have suggested that I think about the following career:______________________________.

F. The job I really want to do is______________________________

____.

Why?____.

G. Members of my family who have done this kind of work include

____.

H. My parents want me to complete at least ______years of school.

I. I have held the following part-time or summer jobs:__________

____.

J. Reading

1. My favorite newspaper is ______________________________.

   The part or section I enjoy most is______________________

   ____.

2. The magazines I read for pleasure are:___________________

   ____.

3. The book I read most recently for pleasure was____________

   ____.

K. The TV (or radio) programs that are my favorites are:

(1)__________________________, (2)______________________________

(3)__________________________ and (4)____________________________

L. Check the blank that best indicates your responses to the following questions.

1. Can I follow instructions to the letter? Yes____ No____

2. Do I like doing a job the same way each time? Yes____ No____

3. Do I mind being told how to complete a job? Yes____ No____

4. Can I be very careful and detailed in completing a job? Yes____ No____

5. Do I always remain calm:

   a. while taking a test in school? Yes____ No____

   b. when plans suddenly change? Yes____ No____

   c. when losing an argument? Yes____ No____

d. after losing something important? Yes____ No____

e. while participating in sports? Yes____ No____

6. Do I state my ideas clearly? Yes____ No____

7. Are both my oral and written work correct? Yes____ No____

8. Do I enjoy speaking? Yes____ No____

9. Do I enjoy writing? Yes____ No____

10. Do I enjoy working alone? Yes____ No____

11. Do I enjoy working with others? Yes____ No____

12. Do I prefer working outdoors? Yes____ No____

13. Do I enjoy working with my hands? Yes____ No____

14. Do I like to meet new people? Yes____ No____

15. Would I rather do scientific than repair work? Yes____ No____

16. When I take my first full-time job, will the beginning salary be more important than future raises? Yes____ No____

17. Does advancement mean increasing pay more than increasing importance or responsibility? Yes____ No____

18. Do short hours and vacations mean more to me than security and retirement? Yes____ No____

19. Am I more concerned about what I think of myself than what others think of me? Yes____ No____

20. Does responsibility scare me? Yes____ No____

21. Does having a job and a family mean a lot to me? Yes____ No____

22. Should my spouse (husband or wife) have a job outside the house? Yes____ No____

UNIT III

UNDERSTANDING YOURSELF

TEST PART 2

1. Place a "✓" by the questions that you would try to find the answers to if you want to know more about yourself.

_____a. What if I don't know what I want from life?
_____b. Where do I want to go for my vacation?
_____c. Can I change if I would like to be different?
_____d. What courses am I going to take in college?
_____e. Am I just like everyone else?
_____f. Does the world around me affect me?
_____g. Should I get married this year?
_____h. Who am I; do I have parts?

2. List Maslow's five basic needs.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

3. The following statements are either true or false. Write TRUE in the blank at the left of the true statements and FALSE by those that are false.

_____a. Ginzberg says that an individual's life is divided into five stages.
_____b. Maslow says that our needs influence how we will develop.
_____c. Your experiences are not important.
_____d. Being successful makes you feel good about yourself.
_____e. It is not necessary to set goals.
_____f. Your values influence your life.
_____g. It is important to know what is expected of you.
_____h. Your aptitudes play a part in the choices you make about what you will do with your life.
_____i. Your abilities are learned skills.
_____j. Everyone is alike.
_____k. Failing when you try something makes you feel badly about yourself.

UNIT III

UNDERSTANDING YOURSELF

INFORMATION SHEET 3--SELF-CONCEPT

I. Reasons to evaluate one's self-concept

A. Understanding and liking oneself makes it easier to understand and like others.

(NOTE: Understanding yourself gives you insight into the feelings of others.)

B. Evaluating one's self-concept helps to point out good qualities and talents as well as faults and limitations.

C. This encourages an individual to work on self-improvement.

D. To create a better self-concept you must get to know yourself better.

E. You can make good decisions and set realistic goals.

(NOTE: When you like yourself you have self-confidence. When you have self-confidence, your chances for success in the things you want to do are greater.)

II. Parts of self-concept (self-esteem)

A. Self-concept is the key to human personality and behavior.

B. It is based on experiences.

(NOTE: New impressions and experiences help to build a new self-concept.)

C. A positive self-concept is happiness oriented.

1. Starts with liking (respecting, accepting) oneself.

2. Enables you to like, respect, and accept others.

III. Characteristics of people with low self-esteem.

A. Tend to take themselves for granted.

B. Often minimize what has been done.

C. Tend to believe others can do better at everything.

D. Withdraw from others.

E. Go to extremes to get attention.

F. Have rebellious feelings.

G. Become angry with themselves.

H. Think all people have negative thoughts about them.

I. Hold in resentment until build up causes them to blast back at others.

IV. Ways to elevate self-concept

A. Communicate your feelings to others without giving advice.

(NOTE: The difference is often the use of "I" instead of "you." A person can state his/her feelings without "being bossy" or offending others.)

EXAMPLES: I think . . . . . Do you think that . . . . . ?
I feel . . . . . Do you feel that . . . . . ?
I bet . . . . . . Do you bet that . . . . . . ?
I wish . . . . . . Do you wish that . . . . . ?

B. Talk with others without putting yourself down.

C. Learn to accept compliments and gifts pleasantly.

D. Ignore gossip, rumors, and teasing.

E. Speak well of others--or don't speak.

F. Be able to laugh at yourself.

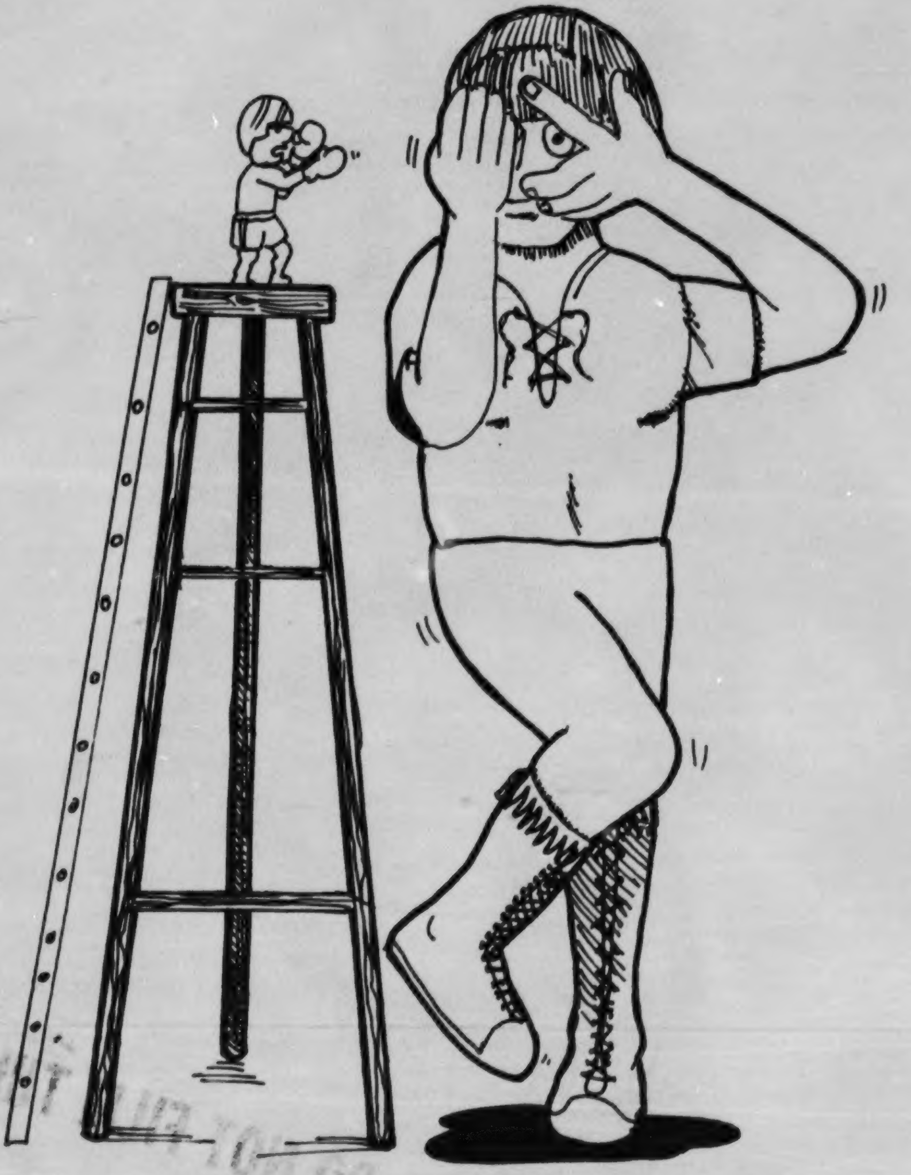
G. Listen more and talk less.

H. Show respect for others to gain their respect.

I. Display a positive attitude most of the time.

SELF-CONCEPT

NO ONE CAN MAKE YOU FEEL INFERIOR WITHOUT YOUR CONSENT



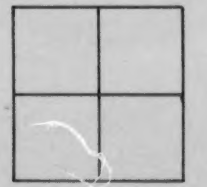
UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 10--"THE REAL ME" NAME TAG

Directions: Complete each of the following steps in order.

A. Draw lines to divide a sheet of paper into four equal parts. Do this on both sides of the page.



B. In the upper left-hand corner write your name or nickname that you like to be called.

C. In the lower right-hand corner list something you want to finish today, this week, this month, this year, in five years, and by the time you are 62.

D. In the lower left-hand corner make sketches of things you like to do. (How well you draw does not count.)

E. In the upper right-hand corner write at least ten words that describe you.

F. On the opposite side of the page, in the upper left-hand corner, list a thought about which you would never change.

G. In the upper right-hand corner put a motto, saying, or scripture that you try to live by.

H. In the lower left-hand corner put what you would do if you knew you only had one year to live, if you only had one week to live.

I. In the lower right-hand corner list at least four things you want people to say about you after you die.

J. Attach string to the name tag and wear it around your neck. Share either or both sides with the entire class if you desire.

K. On the back of this sheet list the things you learned about yourself from this activity.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 11--IDENTIFYING PERSONAL CHARACTERISTICS

Directions: Using materials available in the classroom, decorate a paper bag or shoe box so that it looks like "you" as you think you are seen by others. Place personal items or pictures of the items that symbolize your interests inside the bag. For example, you might place a record in the bag to show you are interested in music. Choose at least 10 items for your bag or box. Remember, decorate the outside of the bag to represent the "me as others see me." The items inside the bag represent the "real you" or your personal characteristics as you see them.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 12--RECOGNIZING INDIVIDUALITY

Directions: You will be given an object by your instructor. Your classmates will each be given a similar object. You are to examine it, study it, and become very familiar with it. Write a description of the object, including personality, abilities, physical makeup, or other characteristics which you can identify. The instructor will then collect all the objects and put them together. You will then try to find your original object from your description below.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 13--TWENTY THINGS YOU LIKE TO DO

Directions: List the twenty things in life that you really like to do. These may be little or big things or they might be places where you enjoy going. After you have completed the list, circle the five things that are most important to you. Then complete the five sentences at the bottom of the page.

A. 1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

B. 1. I learned . . .

2. I realized . . .

3. I was pleased that . . .

4. I was surprised that . . .

5. I disliked the idea that . . .

UNIT III

UNDERSTANDING YOURSELF

TEST PART 3

1. Read the following statements and decide if they are true or false, then write TRUE or FALSE in the blanks.

_____a. Understanding and liking oneself makes it easier to understand and like others.

_____b. Learn to laugh at others.

_____c. Listen less and talk more.

_____d. Self-concept is the key to human personality and behavior.

_____e. A positive self-concept is happiness oriented.

_____f. Talk with others without putting yourself down.

_____g. A person can state his/her feelings without being "bossy" or offending others by using the word "I" instead of "you."

2. Select from the list below characteristics of people with low self-esteem. Place an "X" in the correct blanks.

____a. Rebellious feelings

____b. Humbleness

____c. Quiet resentment which builds up until the person blasts back at others.

____d. Think all people dislike them

____e. Unselfish

____f. Withdrawing from others

____g. Anger at himself/herself

UNIT III

UNDERSTAND YOURSELF

INFORMATION SHEET 4--THE DIFFERENT SIDES OF YOU

I. The three sides of self

  A. The person you think you are.

  B. The person others think you are.

  C. The person you are.

II. Ways to understand your different selves.

  A. The feelings we have sometimes control the self we show others.

  EXAMPLES: A friendly self, a mad self.

  B. Influences that your self responds to:

    1. If you are an inner-directed self.

      a. Your personal beliefs and feelings control the things you do.

      b. You do not let others influence the things you do.

    2. If you are an other-directed self.

      a. You do what the people around you expect you to do.

      b. Your personal beliefs and feelings are not as important as theirs.

      c. You are easily influenced and you go along with the crowd.

    3. You use both expectations of others and your own personal beliefs and feelings to help you know how to act.

      (NOTE: This can be a balanced inner-other directed self.)

  C. You are your own master when it comes to reaching your potential.

    1. Others may influence you, but you are the one who makes the final decision.

    2. Even though you may have setbacks, you can overcome them.

    3. You may not always be able to do things the way you want, but a new way may turn out to be better.

D. Try to find out more about yourself.

(NOTE: Learning about yourself can help you to see how all of your selves fit together to become the you that you are now.)

1. One way to learn more about yourself is by giving and receiving information about yourself.

   a. Talk with your friends.

   b. Take different kinds of tests that ask you questions.

   c. Remember everything you can about your life.

2. Try to find out more about the qualities you would like to have.

3. Experiment with new ways of doing things and see how you like them.

III. Important points to remember about yourself

A. You are the only one like you, you are one of a kind.

B. You have been born with certain things that will allow you to accomplish the potential you have as a fully developed human being.

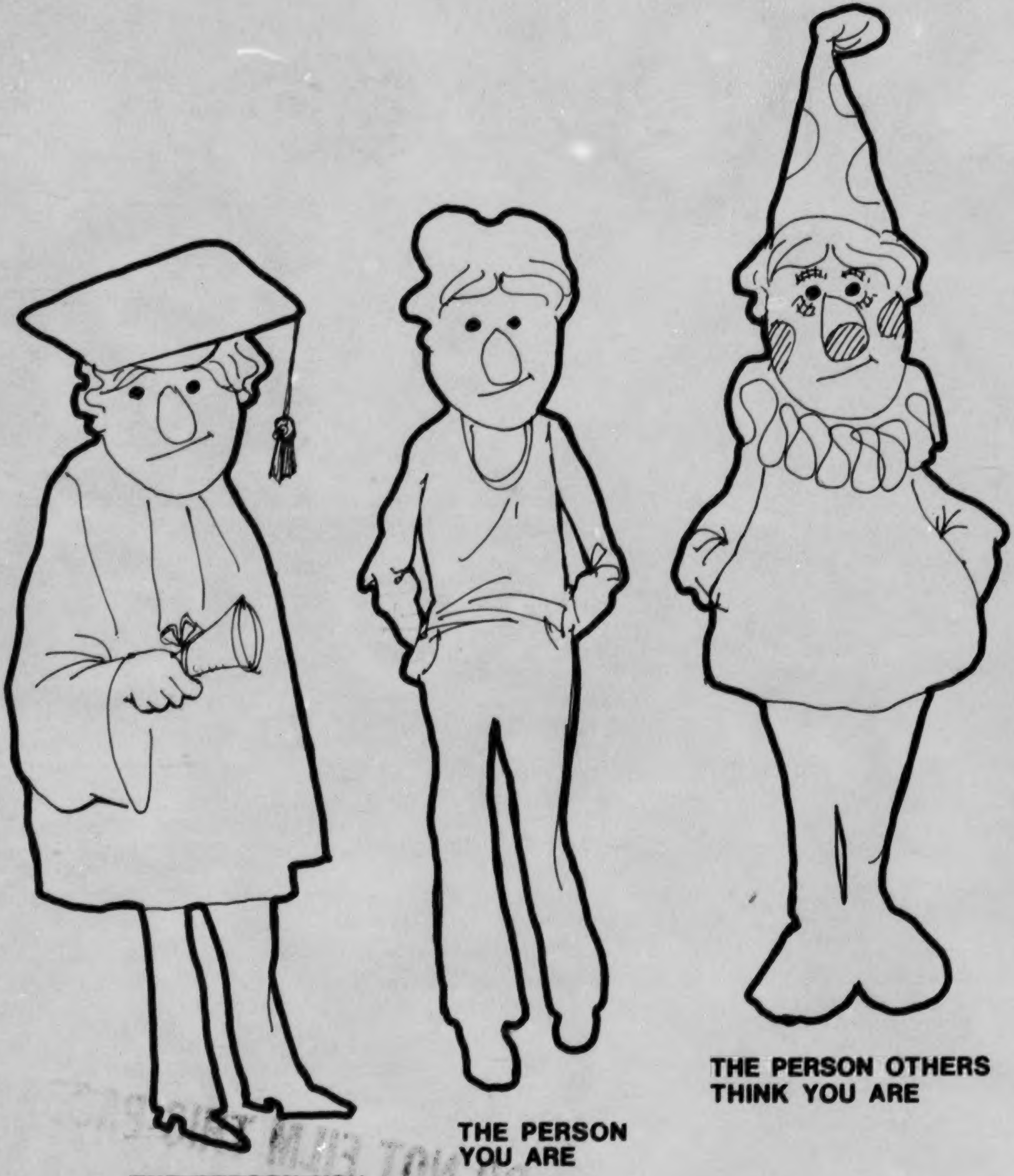
C. There is not just one way to reach your potential.

1. If one way does not work, you can try another way.

2. You can try out different ways of doing things before you settle on one.

3. If someone else makes you do things their way, you can change later if you decide another way is best, even if you have to start over.

THREE SIDES OF SELF

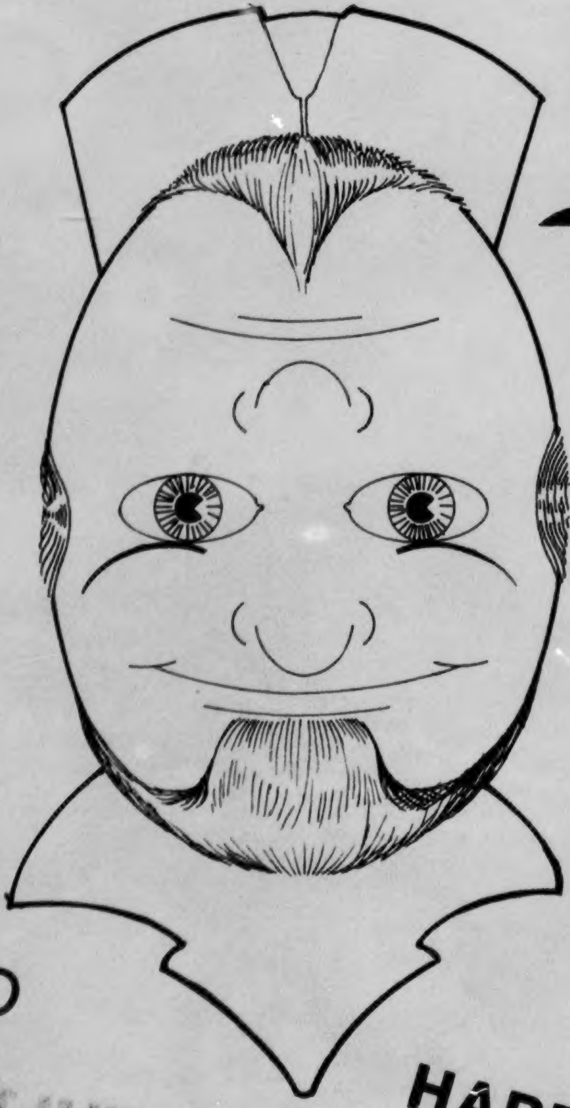

THE PERSON YOU THINK YOU ARE
THE PERSON YOU ARE
THE PERSON OTHERS THINK YOU ARE

OUTGOING

ATTRACTIVE

Nervous

RADICAL



smart

ROMANTIC

COLD

CRANKY

HARDWORKING

PROUD

WHO ARE YOU?

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 14--WHO AM I?

Directions: Answer the following questions about who you are. List the most important answers first.

A. I am ______________________________

____

____

B. I am ______________________________

____

____

C. I am ______________________________

____

____

D. I am ______________________________

____

____

E. I am ______________________________

____

____

F. I am ______________________________

____

____

G. Yesterday I was ______________________________

____

____

H. Tomorrow, I hope I shall be ______________________________

____

____

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 15--I AM

Directions: Answer the following questions briefly but honestly.

A. When I'm with close friends, I am ______________________________.
And I'd like to be ______________________________.

B. At parties, I am ______________________________.
And I'd like to be ______________________________.

C. With adults, I am ______________________________.

D. At school, I am ______________________________.

E. In discussions, I ______________________________.

F. When I am alone, I am ______________________________.

G. When I enter a new group, I feel ______________________________.

H. When I meet new people, I feel ______________________________.

I. When I enter a strange room, I ______________________________.

J. When a stranger speaks to me, I ______________________________.

K. When people first meet me, they ______________________________.

L. When people meet me on the street, they ______________________________.

M. When I'm in a new group, I feel most helpful when ____________
____.

N. When I'm in a new group, I feel most comfortable when ____________
____.

O. When I'm in a new group, I feel most clumsy when ____________
____.

P. My closest friend thinks I am ______________________________.

Q. My parents think I am ______________________________.

UNIT III

UNDERSTANDING YOURSELF

ASSIGNMENT SHEET 16--SELF-IMPROVEMENT PLAN

Directions: Now that you have started to analyze yourself, choose some way in which you want to change or improve. It is one thing to want to do something; it is another thing to do something about it. You may decide to study harder or to do a better job in your work. You may decide to work on an emotional or a physical fitness problem. What ever improvement you choose to work on, fill in the self-improvement contract. Write your name on the first line of the contract. Fill in the number of days in which the contract is to be in effect. On the line beginning BEHAVIOR write the one change you are going to work on. On the line beginning REWARDS, list one or more activities you enjoy which you will do when the contract is completed. On the line beginning PENALTIES list one or more of the enjoyable activities you will give up if you do not live up to your contract.

SELF-IMPROVEMENT CONTRACT

I, ______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of _______days. In return, I will receive the rewards listed below.

BEHAVIOR____

REWARDS____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES____

____
Signature

UNIT III

UNDERSTANDING YOURSELF

TEST PART 4

1. List the three sides of self.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Place a "√" in the blank next to the statements that are correct about understanding your different selves.

   ____a. The feelings we have sometimes control the self we show others.

   ____b. If you are an inner-directed self, you do what the people around you expect you to do.

   ____c. You use both expectations of others and your own personal beliefs and feelings to help you know how to act.

   ____d. You are your own master when it comes to reaching your potential.

   ____e. Learning about yourself can help you to see how all of your selves fit together to become the you that you are now.

   ____f. There is just one way to reach your potential.

   ____g. You are the only one like you, you are one of a kind.

3. Select the important points to remember about yourself by circling the letter of the correct statements.

   a. You are the only one like you.

   b. You have been born with certain things that will allow you to accomplish the potential you have as a fully developed human being.

   c. There is not just one way to reach your potential.

UNIT IV

ASSUMING RESPONSIBILITY

UNIT OBJECTIVE

After completing this unit, the student will be able to explain the importance of handling responsibility, realize the advantages of being able to take on responsibility, and discuss general responsibilities that the student will face throughout life. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

1. Identify characteristics of loyalty, dependability, and honesty as these apply to responsibility.
2. Point out the advantages resulting from being able to handle responsibility.
3. Select ways to demonstrate knowledge of job responsibilities.
4. Identify general life responsibilities.

UNIT IV

ASSUMING RESPONSIBILITY

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--CHARACTERISTICS SHOWN BY A RESPONSIBLE PERSON

      1. Ask the students to give their definition of loyalty.

      2. List some of the things or people to whom the students have been loyal in the past.

      3. Discuss why they were loyal to these particular things or people.

      4. Have the students name some reasons why it is important to be dependable.

      5. Let the students relate some experiences when being dependable was important.

      6. Talk about the many definitions of honesty and explain how all aspects are related.

      7. Explain to students that people develop habits of loyalty, dependability, and honesty that are hard to break.

      8. Relate these qualities to job situations and how a worker shows these qualities.

      9. Use TRANSPARENCY 1--THREE CHARACTERISTICS OF A RESPONSIBLE PERSON to promote classroom discussion.

   B. INFORMATION SHEET 2--HANDLING RESPONSIBILITY

      1. Explain to the students that making excuses is the most common way of avoiding responsibility.

2. Emphasize how people get into the habit of making excuses.

   (NOTE: Talking about habits can make the students realize their own good and bad habits of handling responsibility).

3. Have the students give some examples of times when excuses have caught up with someone.

4. If available, read some case situations to the students showing negative results of making excuses. Have the students comment on the case situations.

5. Have the students name some of the benefits they might receive from handling responsibility.

6. Use TRANSPARENCY 2--TYPICAL EXCUSES--EVER USE ONE? to promote classroom discussion.

7. Use the following assignment sheets to reinforce this area of information.

   a. ASSIGNMENT SHEET 1--RESPONSIBLE OR NOT?

      (NOTE: Have the students add other situations to the assignment sheet).

   b. ASSIGNMENT SHEET 2--EXCUSES

C. INFORMATION SHEET 3--JOB RESPONSIBILITIES

1. Have the students write job descriptions for the jobs they perform.

2. Discuss some ways one can find out exactly what one's job responsibilities are.

3. Have the students give examples of how one can get in trouble by not knowing job responsibilities.

4. Give some examples of adjustment and flexibility in everyday life.

   (NOTE: The energy crisis and inflation are examples of how we must be flexible in everyday life.)

5. Make a list of various jobs in industry that are always changing. Emphasize the importance of the worker's ability to make adjustments in order to be successful in these jobs.

6. Give some instances of duties and responsibilities that the worker might not be able to carry out.

7. Use ASSIGNMENT SHEET 3--BECOMING RESPONSIBLE to reinforce this area of information.

D. INFORMATION SHEET 4--A LIFETIME OF RESPONSIBILITIES

   1. Go over the six age ranges with the students.

   2. Let the students give examples of responsibilities in their age ranges.

III. Answers to assignment sheets

   A. Some of the assignment sheets will vary according to training and should be graded individually.

   B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

   A. The test is divided into four parts.

      1. Each part covers one information sheet.

      2. Each part uses various methods of testing.

   B. Various approaches may be used in testing.

      1. Give each part of the test after the student has completed the information in one information area or sheet.

      2. Give the entire test upon completion of the information and assignment sheets.

      3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

   C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to tests

   A. Answers are based on total information covered in the unit.

   B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

   A. Lynn, James Jr., Weagraff, Patrick J. Making Decisions Work. Dallas: McGraw-Hill, Inc., 1977.

   B. Methods and Materials for Making Occupational Survival Skills. Urbana-Champaign, Illinois: Department of Vocational and Technical Education, University of Illinois, 1978.

   C. Kimbrell, Grady; Vinegard, Ben S. Succeeding In The World of Work. Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970.

UNIT IV

ASSUMING RESPONSIBILITIES

ANSWERS TO ASSIGNMENT SHEETS

Assignment 1

	Showing Responsibility	Avoiding Responsibility
a.		✓
b.	✓	
c.		✓
d.		✓
e.	✓	
f.	✓	
g.		✓
h.		✓

Assignments 2 and 3

Evaluated to the satisfaction of the instructor.

UNIT IV

ASSUMING RESPONSIBILITIES

ANSWERS TO TEST

Part 1

1. D
2. H
3. L
4. H
5. D
6. H
7. L
8. D

Part 2

1. a. Pay raises and promotions are more likely to happen when the individual shows an ability to handle responsibility.
   b. Relationships with fellow workers are better.
   c. Self-confidence is built.
   d. A feeling of satisfaction with oneself occurs.
2. a. (3)
   b. (2)
   c. (2)
   d. (1)
   e. (3)
   f. (2)
   g. (3)

Part 3

1. a. True
   b. True
   c. False
   d. True
   e. True
2. a.
   b.
   c. True
   d. True
   e.

Part 4

1. a
2. b
3. c
4. d
5. e
6. f
7. b
8. d
9. c
10. d

UNIT IV

ASSUMING RESPONSIBILITY

INFORMATION SHEET 1--CHARACTERISTICS SHOWN BY A RESPONSIBLE PERSON

I. Loyalty is shown by:

  A. Standing up for friends and the employer.

  B. Working hard at your job to keep the standards high.

  C. Not talking about the company or job unfavorably to others.

II. Dependability is achieved by:

  A. Getting to work on time.

  B. Calling in when you will be missing work.

  C. Doing what you say you will.

  D. Finishing work on time.

III. Honesty is displayed by:

  A. Telling the truth.

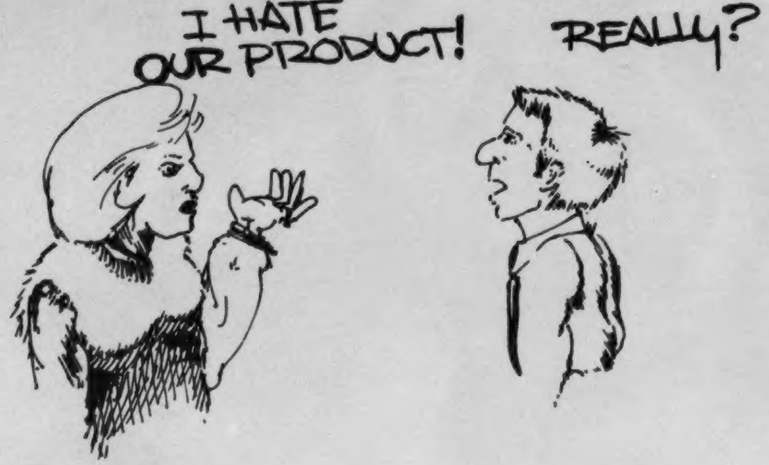
  B. Expressing your feelings on a subject and standing by your convictions.

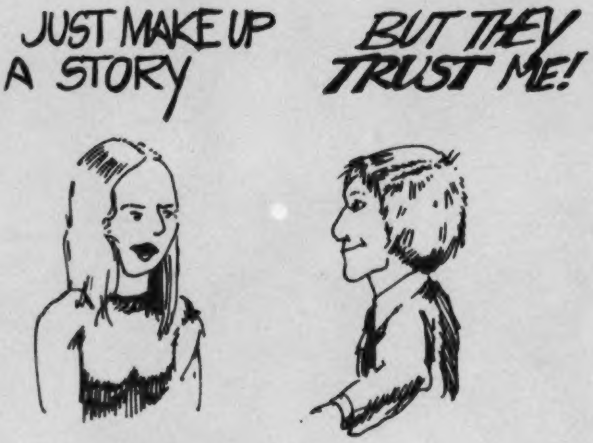
  C. Admitting your mistakes.

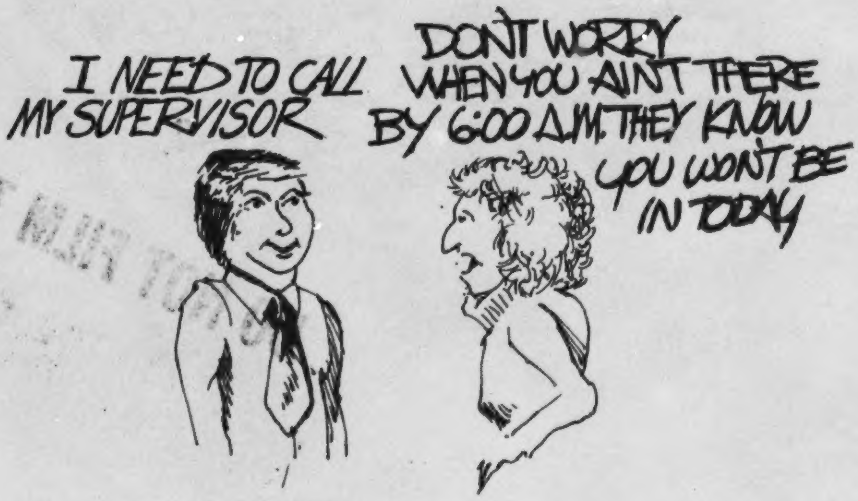
  D. Being trustworthy.

  E. Giving an honest day's work.

CHARACTERISTICS OF A RESPONSIBLE PERSON


I HATE OUR PRODUCT!
REALLY?


JUST MAKE UP A STORY
BUT THEY TRUST ME!


I NEED TO CALL MY SUPERVISOR
DON'T WORRY WHEN YOU AIN'T THERE BY 6:00 A.M. THEY KNOW YOU WON'T BE IN TODAY

UNIT IV

ASSUMING RESPONSIBILITY

TEST PART 1

Directions: Below are eight statements dealing with the things that make up responsibility. The statements express characteristics of loyalty, dependability, and honesty. Put an "L" in the blank if the statement refers to loyalty, put a "D" if it refers to dependability, and an "H" if if refers to honesty.

1. __________ Getting to work on time.

2. __________ Being fully trustworthy.

3. __________ Standing up for friends and employer.

4. __________ Admitting mistakes.

5. __________ Calling in when work must be missed.

6. __________ Giving an honest day's work.

7. __________ Working hard and not talking to others about the company for which one works.

8. __________ Doing what one promises to do.

UNIT IV

ASSUMING RESPONSIBILITY

INFORMATION SHEET 2--HANDLING RESPONSIBILITY

I. Advantages of handling responsibility.

  A. Pay raises and promotions are more likely to happen when the individual shows an ability to handle responsibility.

  B. Relationships with fellow workers are better.

  C. Self-confidence is built.

  D. A feeling of satisfaction with oneself occurs.

II. Ways an individual often avoids responsibility.

  A. Making excuses

    1. Bosses do not want an excuse, they just want the work finished.

    2. Continuously making excuses can cause the employer to pass a person by when a better job comes open.

    3. Co-workers quickly point out individuals who make excuses rather than doing their part.

    4. Making excuses can quickly become a habit.

    5. Individuals who complete their work and do their part will never have to make an excuse why something is not finished.

  B. Avoiding the boss

    1. Employees often avoid the boss so they will not be asked to carry out a responsibility.

    2. Meet new responsibilities head-on by asking questions and doing one's best.

    3. Look forward to the boss assigning new responsibilities, because if they are done well it may mean a raise or promotion.

  C. Making little effort to do a good job

    1. Some individuals will not make their best effort in carrying out a responsibility in hopes that the supervisor will not assign it again.

    2. More often when a person quickly carries out a responsibility even though it may not be a pleasant one, the boss will assign the individual to more important and pleasant responsibilities.

TYPICAL EXCUSES

EVER USE ONE OF THESE?

If I had one more chance.

"THEY" DON'T LIKE ME.

"THEY" DON'T UNDERSTAND.

"If they" would leave me alone.

I HAVE A LOT OF PROBLEMS.

"NO ONE" EVER GIVES ME ENOUGH TIME.

I JUST DON'T LIKE THAT KIND OF WORK.

I didn't feel good.

UNIT IV

ASSUMING RESPONSIBILITY

ASSIGNMENT SHEET 1--RESPONSIBLE, OR NOT?

Directions: Decide whether the individual described is showing responsibility or is avoiding responsibility. Show your answer by placing a check mark in the correct column.

Situation	Showing Responsibility	Avoiding Responsibility
A. I'm not going to pick our seats. You decide.		
B. I'm taking a waiter's job. That's what I want.		
C. I'll take any job you have. I don't care.		
D. The movie was terrible! Why did you tell me to go?		
E. The job is just what I'm looking for. I'll take it.		
F. Get the silver one. I know she will like it.		
G. I'll do what you suggest. If if doesn't work out, it's your fault.		
H. I did the best I could. It didn't work out because the instructions were wrong.		

UNIT IV

ASSUMING RESPONSIBILITY

ASSIGNMENT SHEET 2--EXCUSES

A. List five tasks you avoid doing by making excuses.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. List your five "favorite" excuses.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. List the ways you could avoid having to make excuses in the situations you listed in A.

UNIT IV

ASSUMING RESPONSIBILITY

TEST PART 2

1. List the four advantages of handling responsibility.

a.

b.

c.

d.

2. The sentences below deal with handling responsibility and making excuses. Choose the correct word or words to complete the sentences.

a. Making excuses can become ______________________.

(1) good (2) fun (3) a habit

b. Many times people begin to ________________ their own excuses.

(1) like (2) believe (3) make up

c. People who always make excuses are usually _____________ with themselves.

(1) in love (2) unhappy (3) in trouble

d. Making excuses may be your way of avoiding ____________________.

(1) failure (2) hard work (3) playtime

e. Constantly making excuses can cause an employer to avoid giving you _________________________.

(1) a lot of trouble (2) an extra bonus (3) a better job

f. Bosses get fed up with excuses when they expect to see work _____.

(1) ruined (2) finished (3) burned up

g. Not making excuses can lead to ______________.

(1) firing (2) bad trouble (3) pay raises

UNIT IV

ASSUMING RESPONSIBILITY

INFORMATION SHEET 3--JOB RESPONSIBILITIES

I. Understand job responsibilities

A. Know the name and job description of the job you are doing.

(NOTE: Many times workers are not sure what their particular job is called and what they are supposed to do. This can lead to confusion instead of a successful job.)

B. Ask questions if certain procedures are not clear.

C. Do not use a trial and error process to discover your job responsibilities.

D. Ask for a formal jcb description from the supervisor.

E. If there is no formal job description, it is good to write one for your own use.

II. Adjustment to job responsibilities.

A. Be flexible.

(NOTE: Many times job responsibilities will change from day to day. Be able to change with the demand.)

B. Be sure you understand new job responsibilities.

(NOTE: Instructions are not always clear and must be repeated.)

C. Ask co-workers about new reponsibilities.

D. Be sure responsibilities can be carried out.

1. Workers may receive conflicting instructions.
2. Workers may receive instructions they are unable to carry out.
3. Workers may receive instructions that are wrong.

EXAMPLE: The supervisor tells you to omit a step that might cause a product or operation to be unsafe.

UNIT IV

ASSUMING RESPONSIBILITIES

ASSIGNMENT SHEET 3--BECOMING RESPONSIBLE

A. Take a few minutes to think of a job you avoid doing by making excuses. How can you use the following to do your job instead of making up an excuse. Write your answers next to the word or statement.

1. Setting a time limit. -

2. Advice or help from others. -

3. Rewarding yourself for finishing the job -

4. Planning -

B. Write out two other ideas you feel could help you finish your job without making excuses.

1.

2.

UNIT IV

ASSUMING RESPONSIBILITIES

TEST PART 3

1. The statements below deal with job duties and responsibilities. Write TRUE in the blanks next to the statements that are correct and FALSE next to the incorrect statements.

_____a. Be sure and know the "name" of the job you are doing.

_____b. Ask questions if certain procedures are not clear.

_____c. Always use the trial and error method.

_____d. Ask for a job description from the supervisor.

_____e. If there is no job description it is wise to make one for your own use.

2. Select the correct statements concerning adjustment to job responsibility by circling the correct letter.

   a. There is no need to be flexible with job responsibilities.

   b. Most instructions are really clear the first time you hear about new job responsibilities.

   c. Ask co-workers about new job responsibilities.

   d. A worker may receive conflicting instructions.

   e. Workers can carry out instructions and responsibilities all the time.

UNIT IV

ASSUMING RESPONSIBILITIES

INFORMATION SHEET 4--A LIFETIME OF RESPONSIBILITIES

I. Early childhood (Age 5-10)

A. Personal cleanliness.

B. Supervised household chores.

C. Minor school responsibilities.

II. Late childhood (Age 10-15)

A. Organized school assignments.

B. Added, non-supervised household chores.

III. Adolescence to early adulthood (Age 15-25)

A. Succeeding on a job.

B. Managing money.

C. Family responsibilities, if married.

IV. Adulthood (Age 25-55)

A. Family responsibilities.

B. Education of children.

C. Buying and owning a home.

D. Responsibilities to job.

V. Late adulthood (Age 55-65)

A. Children grown and establishing own homes.

B. Need for smaller home.

C. Saving for retirement.

VI. Retirement (Age 65-)

A. Little or no job responsibility.

B. Possible financial difficulties due to having a fixed income.

UNIT IV

ASSUMING RESPONSIBILITIES

TEST PART 4

Directions: Listed below are general life responsibilities. Put the letter of the age range you will probably have to meet these responsibilities in the blank.

a. 5-10 years

b. 10-15 years

c. 15-25 years

d. 25-55 years

e. 55-65 years

f. 65-

_____1. Personal cleanliness.

_____2. Organized school assignments.

_____3. Succeeding on a job.

_____4. Family responsibilities.

_____5. Savings for retirement.

_____6. Little or no job responsibility.

_____7. Added non-supervised chores.

_____8. Education of children.

_____9. Management of money.

____10. Buying and owning a home.

UNIT V

HUMAN RELATIONS

UNIT OBJECTIVE

After completing this unit, the student will be able to identify, define, and discuss terms and factors concerning human relations. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms and definitions associated with human relations.
2. List reasons for human relations training.
3. Discuss ways to get along with others.
4. Point out the importance and use of personality as it relates to interpersonal relationships.
5. Recognize the difference between constructive and destructive criticism.
6. Arrange in order the steps used in problem solving.

UNIT V

HUMAN RELATIONS

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Use ASSIGNMENT SHEET 1--MATCHING TERMS to reinforce this area of information.

      2. Pronounce each of the words for the students.

      3. Have the students work in pairs to learn definitions.

   B. INFORMATION SHEET 2--GETTING ALONG WITH OTHERS

      1. Use the following transparencies to promote classroom discussions.

         a. TRANSPARENCY 1--GOOD HUMAN RELATIONS

         b. TRANSPARENCY 2--CALL PEOPLE BY THEIR NAMES

         c. TRANSPARENCY 3--LABELS ARE HARD TO LIVE DOWN

      2. Use the following assignment sheets to reinforce this area of information.

         a. ASSIGNMENT SHEET 2--LEARNING ABOUT CLASS MEMBERS

         b. ASSIGNMENT SHEET 3--DEVELOPING A RELATIONSHIP WITH OTHERS

         c. ASSIGNMENT SHEET 4--COMMUNICATION: LISTENING AND FEEDBACK

      3. Check with your regional service center for films and other audio-visual materials on this subject.

      4. Have the students role-play situations or experiences they have had in getting along with difficult people.

5. Review ways to relate to employers and other co-workers.

C. INFORMATION SHEET 3--PERSONALITY

1. Use the following transparencies to promote classroom discussions.

    a. TRANSPARENCY 4--ANGER: HOW DO YOU DEAL WITH IT?

    b. TRANSPARENCY 5--COOPERATION PAYS OFF

    c. TRANSPARENCY 6--MANNERISMS

[illegible]. Use ASSIGNMENT SHEET 5--PERSONALITY TRAITS to reinforce this area of information.

3. Have the class discuss appropriate ways to cope with emotions such as anger, that come up when dealing with others at the work station or school.

D. INFORMATION SHEET 4--DEALING WITH DISAGREEMENTS

1. Use the following transparencies to promote classroom discussions.

    a. TRANSPARENCY 7--PROBLEM SOLVING

    b. TRANSPARENCY 8--PROBLEM-SOLVING STEPS

2. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 6--FALLOUT SHELTER

        (1) This assignment should be done in small groups.

        (2) A chosen individual or group leader should share the group's solution with the class.

    b. ASSIGNMENT SHEET 7--GROUP PROBLEM SOLVING

        (NOTE: Have the class refer to the steps for problem solving to complete this assignment.)

    c. ASSIGNMENT SHEET 8--SETTLE THIS CONFLICT

    d. ASSIGNMENT SHEET 9--CONSTRUCTIVE USE OF CRITICISM

3. Have the students recall experiences where constructive or destructive criticism was used. Discuss which approach worked.

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

A. The test is divided into 4 parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the unit and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Gooch, Bill G., Pathway to Independence. American Technical Society, Chicago, Illinois, 1979.

B. DE II Course of Study, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1978.

C. Group Instruction for Cooperative Programs, State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1978.

D. Kimbrell, Grady, Succeeding in the World of Work. McKnight Publishing Co., Bloomington, Illinois, 1970.

E. Human Relations in Business (Workbook), South-Western Publishing Co., Dallas, Texas, 1977.

UNIT V

HUMAN RELATIONS

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

A. 8
B. 12
C. 6
D. 5
E. 3
F. 4
G. 7
H. 9
I. 10
J. 11
K. 2
L. 13
M. 1
N. 14

Assignment Sheet 2, 3, 4, 5, and 6

Evaluated to the satisfaction of the instructor.

Assignment Sheet 7

4 Gens

Assignment Sheet 8 and 9

Evaluated to the satisfaction of the instructor.

UNIT V

HUMAN RELATIONS

ANSWERS TO TESTS

PART 1

1. Perception
2. Mannerisms
3. Attitude
4. Stress
5. Personality
6. Human relations
7. Self-concept
8. Bias
9. Communication
10. Characteristics

PART 2

1. a.
    b. X
    c.
    d. X
    e. X
    f. X

2. [✓ a.]
    b.
    [✓ c.]
    d.
    [✓ e.]
    [✓ f.]
    [✓ g.]

PART 3

1. a. (1)
    b. (2)
    c. (3)

2. a.
    b. ✓
    c. ✓
    d. ✓
    e.
    f.
    g.

3. b
    c
    e
    f
    h
    i
    j

4. a.
    b. X
    c. X
    d. X
    e. X
    f. X

5. a. 4
    b. 2
    c. 1
    d. 3
    e. 6
    f. 5

PART 4

1. a. False
    b. True
    c. False
    d. True
    e. True
    f. True
    g. True
    h. False

2. a. 6
    b. 4
    c. 7
    d. 2
    e. 1
    f. 3
    g. 5

UNIT V

HUMAN RELATIONS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Annoying--Irritating or disturbing.

B. Attitude--The way a person acts or feels about a situation.

C. Bias--A personal and often unreasonable point of view.

D. Characteristics--Distinguishing traits, features, or qualities of a person.

E. Communication--All the ways by which meaning is expressed from one person to another.

F. Criticism--To identify the strengths or weaknesses of something or someone.

G. Emotion--Feeling of any kind.

EXAMPLES: Love, sadness, fear, disappointment.

H. Human relations--Getting along with others; dealing with people effectively.

I. Mannerism--An habitual way of acting or doing something.

J. Negative attitude--Looking for and finding only the worst.

K. Perception--The way we see, hear, and understand things, events, or persons.

L. Personality--The combination of personal traits that make one person different from another.

M. Positive attitude--Looking for and finding good.

N. Prejudice--An opinion formed without sufficient knowledge.

O. Self-concept--The way you think of yourself.

P. Self-esteem--The amount of confidence and satisfaction one has in oneself.

Q. Stress--A factor that causes physical or emotional tension.

UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 1--MATCHING TERMS

Directions: Write the number of the term on the right with the correct definition on the left.

_____A. To identify the strengths or weaknesses of something or someone.

_____B. Irritating or disturbing.

_____C. Looking for and finding good in everything.

_____D. Distinguishing traits, features, or qualities of a person.

_____E. The combination of personal traits that make one person different from another.

_____F. Feelings of any kind.

_____G. Habitual way of acting.

_____H. The way you think of yourself.

_____I. The way a person acts or feels about a situation.

_____J. The way we see, hear, and understand things, events, or persons.

_____K. Confidence and satisfaction one has in oneself.

_____L. Having an opinion without sufficient knowledge.

_____M. Getting along with others; dealing with people effectively.

_____N. A personal and often unreasonable point of view.

1. Human relations
2. Self-esteem
3. Personality
4. Emotion
5. Characteristics
6. Positive attitude
7. Mannerism
8. Criticism
9. Self-concept
10. Attitude
11. Perception
12. Annoying
13. Prejudice
14. Bias

UNIT V

HUMAN RELATIONS

TEST PART 1

Directions: Fill in the blanks with the correct word or words that best completes the statements below.

1. The way we see, hear, and understand things, events, or persons is referred to as ____________________.

2. _________________ are habitual ways of acting or doing something.

3. ____________________ can be positive or negative and are the way a person acts or feels about a situation.

4. Factors that cause physical or emotional tension are referred to as _______________________.

5. One's __________________ is the combination of personal traits that make a person different from another.

6. ____________ ___________ is the way people get along with one another.

7. The way you think of your self is your _________ ___________.

8. A personal and often unreasonable point of view can be called a ______________________.

9. _________________ is the way meaning is expressed from one person to another.

10. ___________ are distinguishing traits, features, or qualities of a person.

UNIT V

HUMAN RELATIONS

INFORMATION SHEET 2--GETTING ALONG WITH OTHERS

I. Reasons for human relations training

A. There are more service occupations today.

B. Larger businesses require more group work.

C. Research shows that good human relations increases productivity.

D. More formality is sometimes needed in business relationships.

EXAMPLE: You might say to a friend, "Hey, your hair looks great. To a supervisor you might say, "Good afternoon Miss Jones. Your hair looks nice."

E. Ninety percent of all jobs are lost because the employee can't get along with people.

F. Reaching a goal usually depends upon the ability to get along with others.

II. Getting along with others

A. Some people already have the ability to get along with others.

B. Other people must develop the ability to get along with others.

C. Getting along with family members can be the most difficult relationships to maintain.

1. Living closely can bring out the worst in each other.

2. Become more tolerant and less critical of family members.

3. Tensions can be eased when all members try to show courtesy, respect and love to each other.

D. Discover people's real needs and try to meet those needs.

1. Listen when people need to talk.

2. Offer friendship when people need friends.

3. When people are depressed, try to get them interested in something besides themselves.

E. What you expect from others has a lot to do with human relations.

(NOTE: When you look for the best in others, they usually give it. The more good qualities you discover in a person, the more of these he or she is likely to share.)

F. Trust is an important part of all relationships.

EXAMPLES: Keeping your word, keeping secrets, and being honest with others.

G. Constructive criticism is OK in relationships.

H. Seeing the other person's point of view helps to build good relationships.

I. To have friends and have people like you, you must first be a friend.

J. Show understanding and consideration of other people's feelings.

K. Be yourself.

(NOTE: When you pretend to be something you are not, you do not usually fool others.)

L. Get in the habit of listening to others because good communications promotes good human relations.

M. Be considerate of others by thinking before you act.

EXAMPLE: You will probably regret what you say in haste.

III. To improve your relationships with others:

A. Become interested in people.

B. Be willing to listen to people.

C. Do not be afraid to share your feelings.

D. Treat people as you want to be treated.

E. Help people feel at ease, important, and useful.

(NOTE: When you become concerned about other people, you forget about yourself. You become at ease and useful to other people.)

F. Find something you can like in every person.

G. Remember that every human being is a worthy individual.

H. Call people by their names.

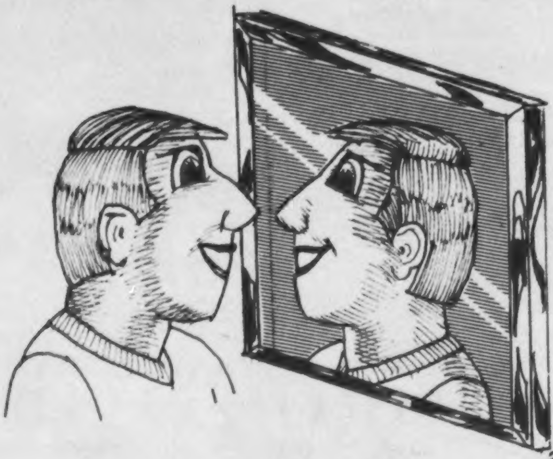
(NOTE: If you have trouble remembering names of people you meet, try to associate their name with some characteristic of that person.)

EXAMPLE: Remember Mrs. Brownlee by associating her name with her brown hair.

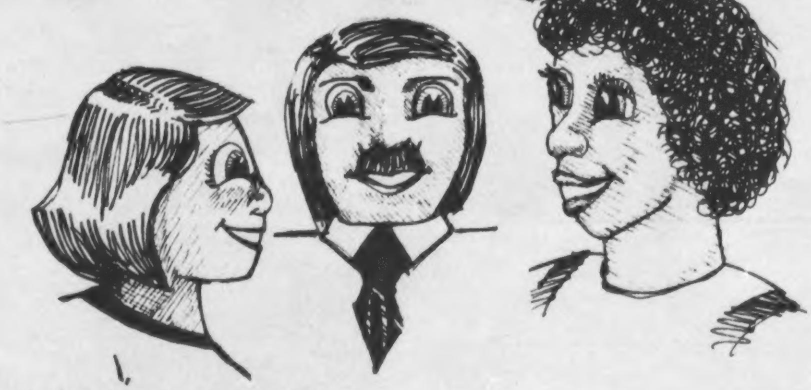
I. Don't label people according to their actions or physical appearances.

GOOD HUMAN RELATIONS

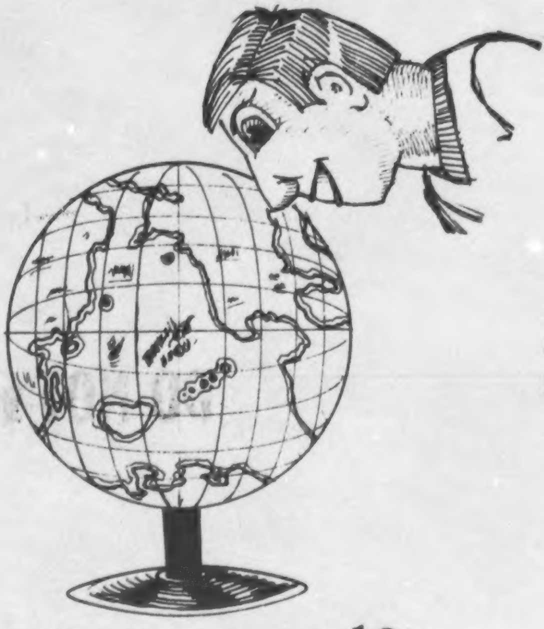
PEOPLE WITH GOOD HUMAN RELATIONS . . .



FEEL COMFORTABLE ABOUT THEMSELVES

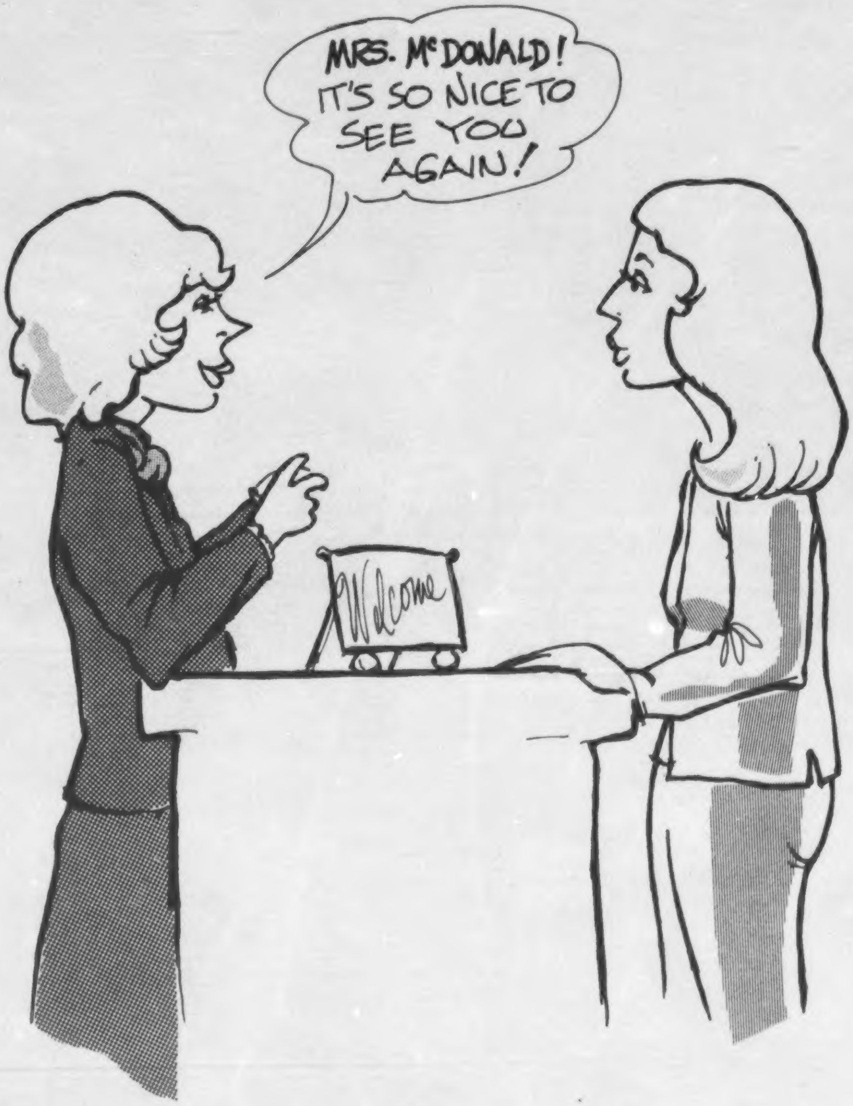


FEEL RIGHT ABOUT OTHER PEOPLE

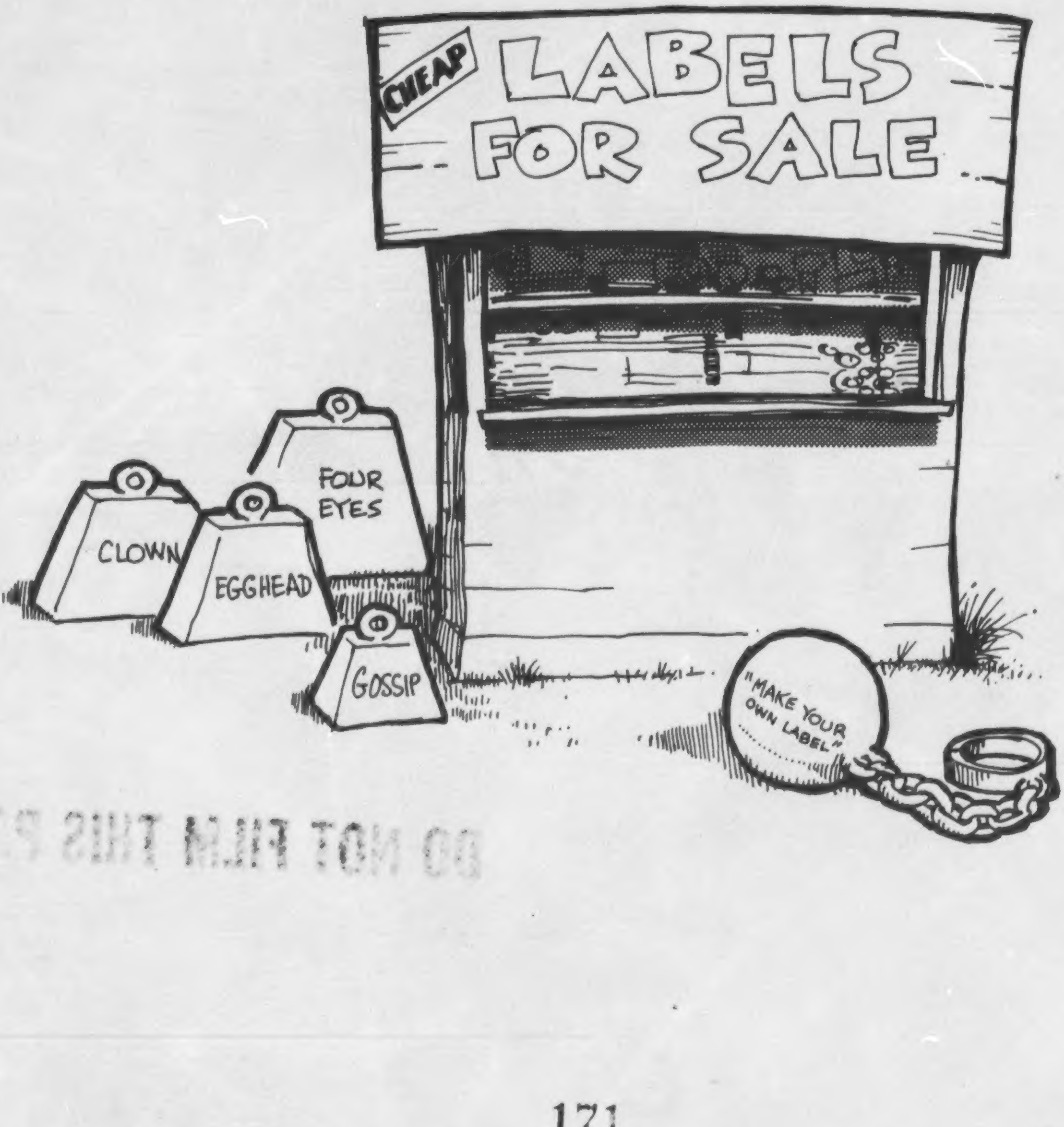


ARE ABLE TO MEET THE DEMANDS OF LIFE

CALL PEOPLE BY THEIR NAME


MRS. McDONALD! IT'S SO NICE TO SEE YOU AGAIN!
Welcome

LABELS ARE HARD TO LIVE DOWN


CHEAP
LABELS FOR SALE
FOUR EYES
CLOWN
EGGHEAD
GOSSIP
"MAKE YOUR OWN LABEL"

UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 2--LEARNING ABOUT CLASS MEMBERS

Directions: This activity will enable you to know the people in your class. You may learn things about them you did not know. You need a partner for this activity. Choose someone you don't know very well. Using the interview data sheet below as a guide, take turns interviewing each other. Write the answers your partner gives to each question. After both data sheets are completed, introduce your partner to the class. Using the notes you wrote during the interview, tell the class about your partner.

INTERVIEW DATA SHEET

Name of interviewer ____________________

My name ____________________

A. What is your classification in school? ____________________

B. Describe some of the things you do at work. ____________________
____

C. Where do you work? ____________________

D. What other schools have you attended? ____________________
____

E. Do you have any brothers or sisters? ____________________
____

F. Do they work, and if so, where? ____________________
____

G. What do you do in your spare time? ____________________
____

H. What is your favorite course here at school? ____________________
____

I. Do you plan to enter the health field after graduation? What field? ____________________

J. What is the most important thing that happened to you in the past year? ____________________
____
____

UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 3--DEVELOPING A RELATIONSHIP WITH OTHERS

Directions: List anything you have done to help a classmate, a family member, or friend within the last month that you consider good human relations. After you complete your list, compare it with the lists of others in your class.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

HUMAN RELATIONS

ASSIGNMENT SHEET 4--COMMUNICATION: LISTENING FEEDBACK

This is an experience of actually listening to another person's feelings as well as words. You can learn a lot about other people and about yourself by answering the following questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statement aloud to the second person. The second person responds with "What I hear you saying is . . . " and repeats briefly in his/her own words what the first person said. Do the same thing with each question. You may say "pass" if the response is too personal to share aloud. It is important to respond truthfully and not the way you think your partner expects you to respond.

Do not try to answer all the probing questions in one day. It will take more than an hour to respond well to all the statements. However, this could be a most rewarding time if taken seriously.

A. 1. I am proud when . . .

2. I give gifts that are . . .

3. I think school is . . .

4. I handle money . . .

5. My family . . .

6. Something I learned recently is . . .

7. I have thought a lot about . . .

8. It was hard to do, but I . . .

9. It was hard to do, but I did not . . .

10. We have a tradition or custom in my family of . . .

B. 1. Elderly people . . .

2. My strongest point is . . .

3. I would be willing to die for . . .

4. I would fight for . . .

5. I would argue for . . .

6. A turning point in my life was . . .
7. The saddest I have ever felt was . . .
8. I was sad when . . .
9. A high point in my life was . . .
10. An experience I would like to have . . .

C. 1. Something I have not come to a definite stand on is . . .
2. I missed an opportunity to . . .
3. One of the happiest times of my life was when . . .
4. If I were 20 years old . . . . .
5. If I could start all over again . . .
6. My bluest days are . . .
7. I am best at . . .
8. My feelings get hurt when . . .
9. I am afraid of . . .
10. The people I work easiest with are . . .

D. 1. My employer is . . .
2. My instructor is . . .
3. I get mad when . . .
4. People who expect a lot from me make me feel . . .
5. I am different from most people in that I . . .
6. I wish I had kept quiet about . .
7. I prepared a . . .
8. I made a good purchase on . . .
9. I assisted my family . . .
10. I helped someone outside my immediate family . . .

E. 1. I try to be an example to little children by . . .
2. If I had a million dollars I would . . .
3. If I had the powers of Batman or Wonderwoman . . .
4. My children will never have to . . .

5. If I were President of the United States . . .
6. Many people do not agree with me about . . .
7. In school I do best when . . .
8. At my training station I do best when . . .
9. What I want most out of life is . . .
10. When my feelings are hurt, I . . .

F. 1. I have a problem dealing with . . .
2. People think I . . .
3. I do not like . . .
4. A skinny person . . .
5. I feel loved when . . .
6. I trust those who . . .
7. When someone meets me for the first time, he or she . . .
8. I want to improve in . . .
9. I used to be . . .
10. If I could have two perfect days, they would be . . .

G. 1. When I think about the future, I see myself . . .
2. When I enter a room with lots of people, I usually feel . . .
3. When I have something to say . . .
4. I am happiest when . . .
5. Nothing is so maddening as . . .
6. When I am rejected I usually . . .
7. To me, belonging is . . .
8. The thing that turns me off the most is . . .
9. When I am alone I usually . . .
10. It is fun to . . .

UNIT V

HUMAN RELATIONS

TEST PART 2

1. Select the correct reasons for human relations training by placing an "X" in the blank.

_____a. There are less service occupations today than in the past.

_____b. There are larger businesses today that require more group activities.

_____c. Research proves that good human relations does not increase productivity.

_____d. More formality is generally required in business relationships.

_____e. Ninety percent of all jobs lost are due to the employee's inability to get along with people.

_____f. Reaching one's goals often depends upon the ability to get along with others.

2. Point out ways to get along with others by circling the letter in front of each correct statement.

a. Show understanding and consideration of other people's feelings.

b. Getting along with family members is easy.

c. Discover people's real needs and try to meet those needs.

d. Destructive criticism is OK in relationships.

e. Be considerate of others by thinking before you act.

f. Get in the habit of listening to others.

g. The more good qualities you discover in a person, the more of these he or she is likely to show.

UNIT V

HUMAN RELATIONS

INFORMATION SHEET 3--PERSONALITY

I. Aspects of one's personality

  A. An individual's personality is the sum or combination of all traits, qualities, characteristics, likes, and dislikes.

  B. The outlook an individual has on life and its problems helps to shape his/her personality and affects how he/she reacts to others.

    1. An extrovert is outgoing and likes to be around people.

    2. An introvert is sensitive, easily hurt, and is shy around other people.

    3. An ambivert has a balance of both characteristics.

  C. Everyone should make an effort to understand one's personality.

  D. One's personality should be flexible and ever-changing.

II. How physical characteristics affect personality

  A. The way a person looks, or feels about his/her looks, affects his/her self-confidence.

  B. First impressions when meeting someone new are usually formed on the basis of physical appearance.

  C. Many physical characteristics must be accepted.

  EXAMPLES: Height or bone structure cannot be changed.

  D. Some parts of one's appearance can be changed.

  EXAMPLES: Dieting, the use of makeup, or changing clothing styles can affect one's appearance.

III. How emotional characteristics affect personality

  A. Our relationships with other people are greatly influenced by our perception.

  (NOTE: We see or hear other people through our senses, our past experiences, our background, our prejudices and biases.)

B. Emotions should not be hidden, but should be released in a positive way.

(NOTE: Feelings such as anger do not go away when they are not expressed. It may build up and explode at a later time.)

C. Sometimes it is necessary to act differently than you feel.

(NOTE: You may need to be friendly and polite even when you don't feel like it.)

IV. Some personality traits that aid in developing or building effective human relations.

A. Attitude

(NOTE: One's attitude has a great affect on human relations.)

1. An optimistic individual looks for good in others and is satisfied with life.

2. A pessimistic individual can see everyone's faults but his/her own and can see only the bad, not the good. in anything.

B. Cooperation with others

C. Initiative

D. Courtesy

E. Open-mindedness

F. Enthusiasm

G. Dependability

H. Honesty

I. Friendliness

J. Loyalty

K. Sense of humor

L. Tact

M. Self-control

EXAMPLES: Controlling emotions and controlling actions.

V. Mannerisms that may be annoying to others

(NOTE: Many good relationships fail to develop because one person will not tolerate another's habits or mannerisms.)

A. Poor eye contact

B. Loud talking

C. Dragging feet

D. Smacking gum

E. Drumming fingers

F. Tapping pencils

G. Biting nails

H. Twisting or pulling hair

I. Cracking knuckles

J. Talking with hand over mouth

VI. Changing aspects your personality

A. Correct those things that irritate others, in order to:

1. Become more popular.

2. Be happier.

3. Have more satisfying relationships.

B. Find out what your shortcomings are.

1. By asking close friends.

2. Through a personality inventory.

C. Decide what traits you want to improve.

D. Start by developing a plan for improving one trait.

(NOTE: Use whatever plan works for you.)

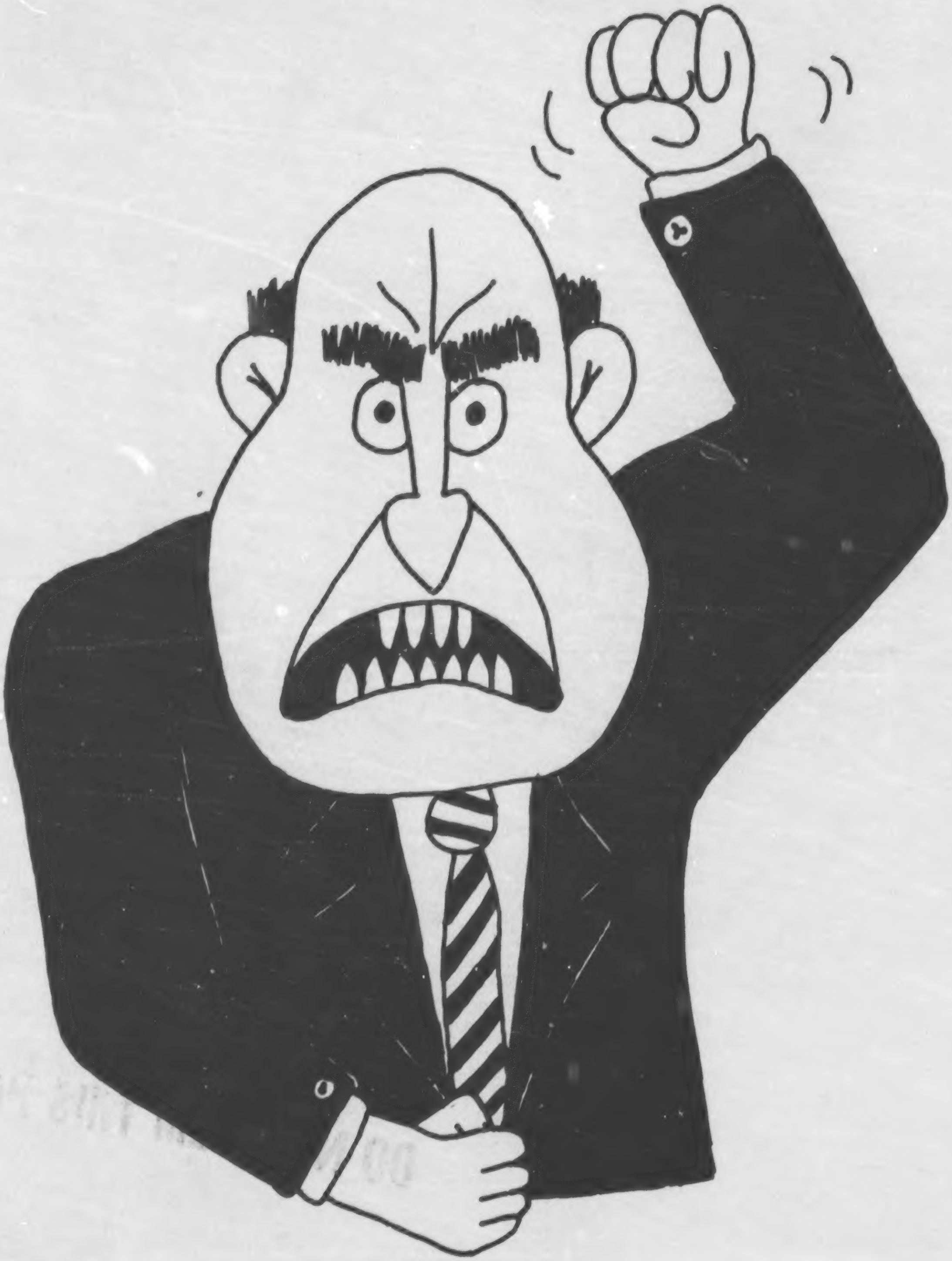
EXAMPLE: Go on a diet and/or exercise to improve your appearance.

E. Check your progress frequently.

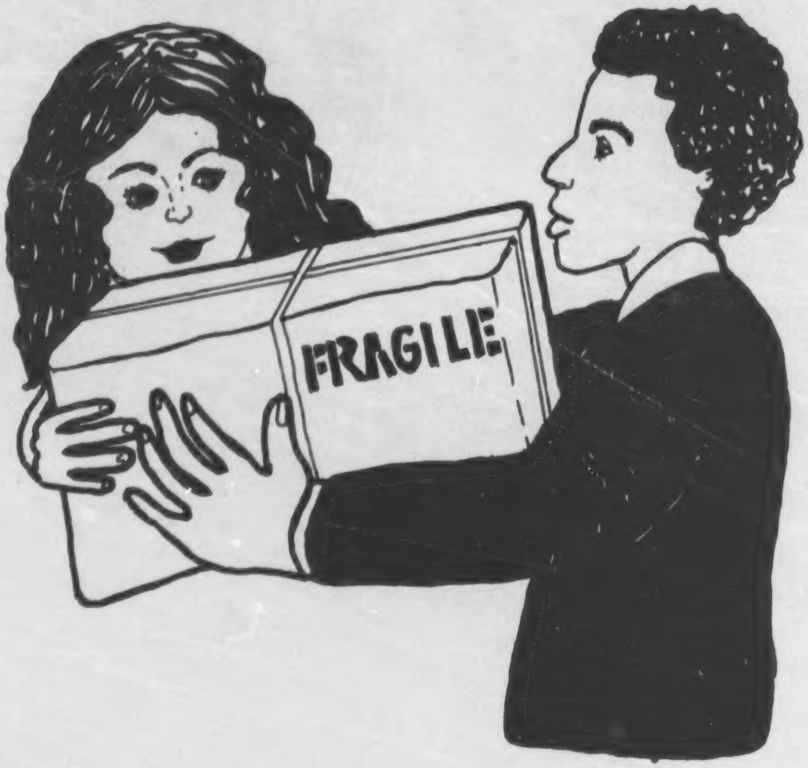
(NOTE: Reward or praise yourself for even small improvement.)

F. When you feel the improvement is permanent, start on another trait you want to improve.

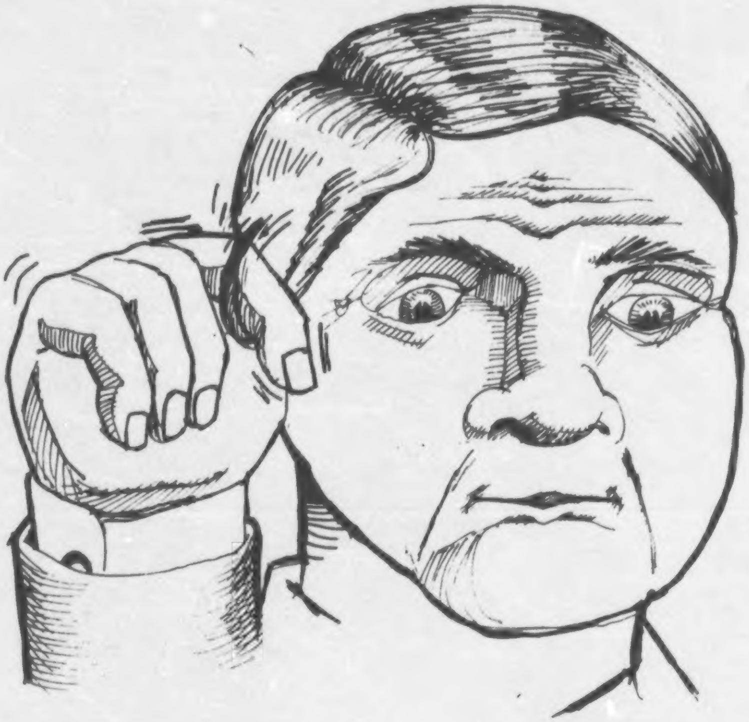
ANGER: HOW DO YOU DEAL WITH IT?



COOPERATION PAYS OFF



MANNERISMS



UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 5--PERSONALITY TRAITS

Directions: Write a page or so on one of the following topics.

A. The outlook an individual has on life and its problems helps to shape his/her personality and affects how one reacts to others.

B. The way a person looks and feels affects his/her self-confidence.

C. How you can change your personality.

HUMAN RELATIONS

TEST PART 3

1. Match the following terms concerning aspects of one's personality with the correct definition by placing the correct number in the blank to the left.

(1)Extrovert (2) Introvert (3) Ambivert

_____a. Outgoing and likes to be around people.

_____b. Sensitive, easily hurt, and is shy around people.

_____c. Has a balance of both characteristics.

2. Select from the list below true statements about physical and emotional characteristics. Place a "✓" by the correct statements.

_____a. Physical characteristics are not important.

_____b. Physical characteristics affect self-confidence.

_____c. Physical characteristics must usually be accepted.

_____d. One's appearance can often be changed.

_____e. Emotions should be denied.

_____f. Sometimes it is just necessary to release emotions in a destructive way.

_____g. It is hypocritical to always be polite and friendly if you don't like someone.

3. Point out some personality traits that aid in effective human relations by circling the correct letter.

a. A pessimistic attitude
b. Open mindedness
c. Cooperation with others
d. Dishonesty
e. Loyalty
f. Dependability
g. Tactlessness
h. Self-control
i. Initiative
j. Sense of humor

4. Select the mannerisms that may be annoying to others by placing an "X" in the blank to the left of each correct answer.

   _____a. Talking

   _____b. Smacking gum

   _____c. Twisting hair

   _____d. Cracking knuckles

   _____e. Biting nails

   _____f. Tapping feet

5. Read the following statements about changing your personality and put them in the correct order numbering 1 through 6.

   a. Develop a plan for improving one trait.

   b. Find out what your shortcomings are.

   c. Correct those things that irritate others.

   d. Decide what traits you want to improve.

   e. When you feel the improvement is permanent, start on another trait you want to improve.

   f. Check your progress frequently.

HUMAN RELATIONS

INFORMATION SHEET 4--DEALING WITH DISAGREEMENTS

I. Disagreements and human relations

  A. Tension can complicate relationships with others.

  B. Relieving your tension during disagreements by attacking others, doesn't help.

  C. Too much stress can cause physical or emotional illness.

  D. To resolve conflicts successfully, consider other people's points of view.

  E. Use criticism carefully.

    1. Constructive criticism

      a. Builds people up and helps them do a better job.

      b. Is given in a quiet voice.

      c. States specifically what is wrong.

      d. Gives suggestions for ways to improve.

      e. Deals with a person's actions, not the person.

    2. Destructive criticism

      a. Tears people down.

      b. Makes it harder for people to do a good job.

II. Coping with stress and conflict

  A. Learning to cope with stress is part of growing up.

    1. Stress at work.

    2. Financial stress.

    3. Tensions of socializing.

  B. When there is a conflict over personal differences, compromise is often useful.

    (NOTE: Each gives in to the other on certain points to work toward a solution that can be accepted by both.)

  C. Overlook minor irritations.

  D. Other issues may be more important to you so you need to deal with the problem to avoid frustrations.

E. Bring conflicts out in the open.

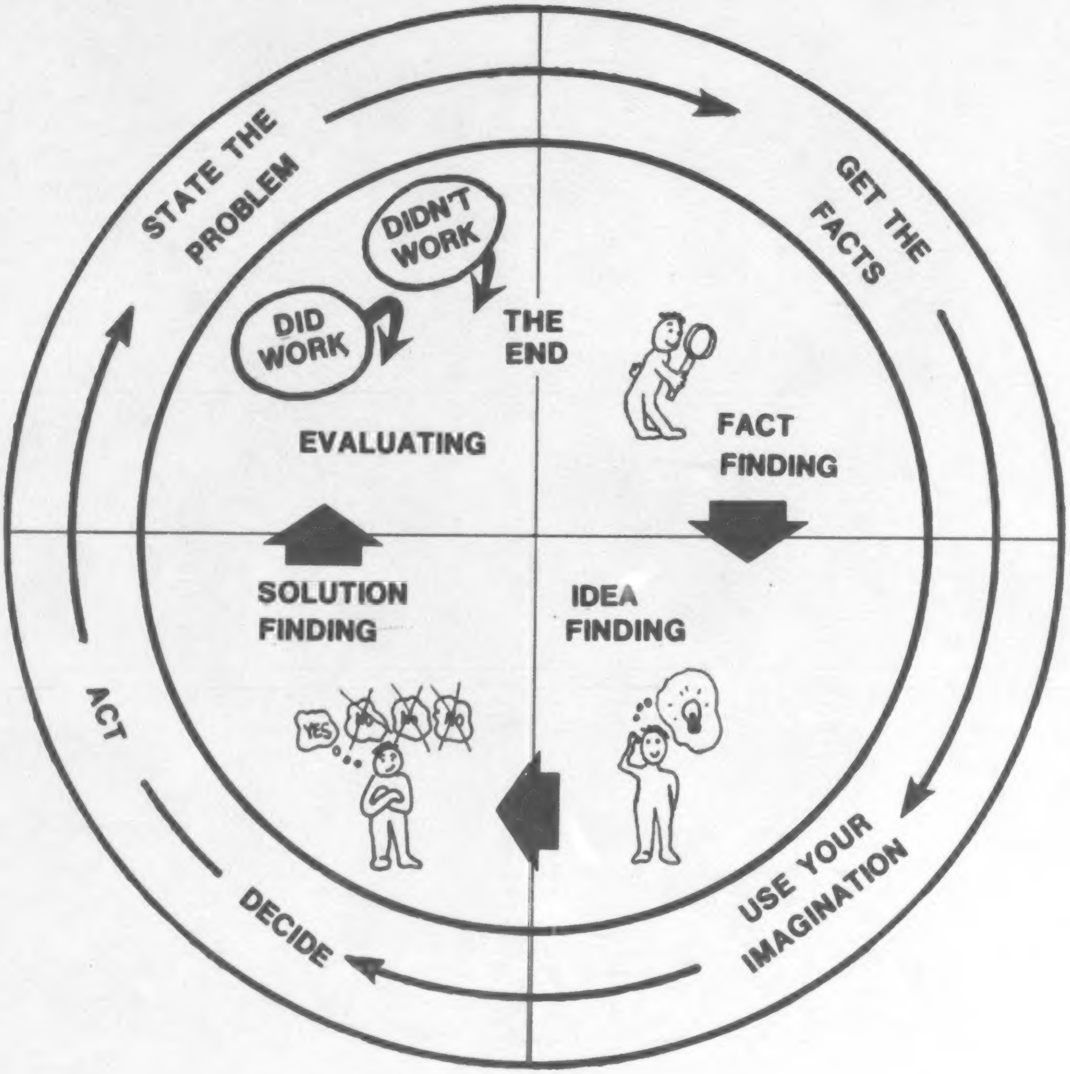
F. Decide what your values (those things you consider important) are in the disagreement.

G. Treat each conflict as an opportunity for growth.

H. Use problem-solving techniques to help settle disagreements.

  1. Recognize the problem.
  2. Get the facts.
  3. Weigh the facts.
  4. Determine the objectives.
  5. Think about the consequences.
  6. Make a decision.
  7. Take action.
  8. Check results.

PROBLEM SOLVING


STATE THE PROBLEM
GET THE FACTS
USE YOUR IMAGINATION
DECIDE
ACT
DIDN'T WORK
DID WORK
THE END
EVALUATING
FACT FINDING
IDEA FINDING
SOLUTION FINDING
YES
NO
NO
NO

PROBLEM-SOLVING STEPS

1. RECOGNIZE THE PROBLEM
2. GET THE FACTS
3. WEIGH THE FACTS
4. DETERMINE THE OBJECTIVE
5. THINK ABOUT THE CONSEQUENCES
6. MAKE A DECISION
7. TAKE ACTION
8. CHECK RESULTS

HUMAN RELATIONS

ASSIGNMENT SHEET 6--FALL-OUT SHELTER

Directions: Divide into groups of five or six people and discuss the following problems:

A. An atomic war has ended and there are only 10 human beings alive in a bomb shelter. It takes six months for the radiation to drop to a safe level. There are only enough supplies in the shelter to keep six persons alive for that six months. You must decide which six will survive. The 10 persons in the bomb shelter are:

1. Peter L., age 60, history professor
2. Lucy R., age 28, a movie star
3. Tom S., age 40, a police officer
4. John M., age 21, an Olympic gold medal winner
5. George P., age 42, a scientist
6. Marie G., age 34, a physician
7. Mike C., age 28, a mechanic
8. Sue C., age 28, the mechanic's pregnant wife
9. Father Lewis, age 36, a priest and civil rights activist
10. Jose R., age 19, a migrant worker

B. Answer the following questions after the group has discussed the problem.

1. How well did you listen to the others in your group?
2. Did you let yourself get pushed into changing your mind?
3. Were you so stubborn that the group could not reach a decision?
4. Did you feel you had the right answers?
5. What did your selections tell you about your values?

UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 7--GROUP PROBLEM SOLVING

Directions: Divide into small groups. Pretend that your group is using a new money system. Instead of using dollars and cents, the new system uses vocs, bams, and gens.

Each member of the group will be given a slip of paper that has information to assist the group to solve the problem. You may tell the other group members the information on your slip but you may not show your slip to anyone. It is important for each group member to cooperate. If any member does not participate in the problem-solving steps, it may be impossible to solve the problem.

The task of your group is to figure out how many gens the group has left. Follow the problem-solving steps included in the information sheet.

INFORMATION SLIPS
NEW-TYPE MONEY

We received 3 vocs

We spent 20 bams

A voc is 8 bams

A bam is 5 gens

We found 4 gens

We lost 4 bams

UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 8--SETTLE THIS CONFLICT

Directions: Pick one of the following conflicts and make a list of four or five steps you would follow to settle it.

A. You and Larry are taking turns leading tours of the plant where you work. Each group is shown a short film. Larry often forgets to rewind the film. Twice recently you have had to rewind and focus the film while your group waits. What steps could you take to keep it from happening again?

B. Maureen likes to talk about other people in the office. Several times you have heard that she has quoted you as saying something you did not say. On one occasion the person you supposedly said something bad about got very angry. You decide to do something about Maureen. What would you do?

UNIT V

HUMAN RELATIONS

ASSIGNMENT SHEET 9--CONSTRUCTIVE USE OF CRITICISM

A. Read the following situation and decide what part criticism plays in learning a job by answering the questions that follow.

Joanne is training for the Olympics and hopes to compete in four gymnastic events. Every day, her coach watches her practice, then critiques her work. Sometimes he even stops her in the middle of a routine and corrects her.

1. Why does Joanne listen to him?

2. In what ways can he help her with his criticism?

B. You can WIN on the job by listening to criticism when it is given. Check the response you feel is best in the following sentences.

	Sometimes	Usually	Always	Never
1. I should accept criticism with a smile.				
2. I should think about the criticism offered before rejecting it.				
3. I should think about the criticism offered before accepting it.				
4. I should defend my way of doing things.				
5. I should be polite in rejecting or accepting criticism.				
6. I should feel bad for a long time when I am criticized.				
7. I should ignore criticism.				
8. If someone criticizes me, I should try to get them back as soon as I can.				
9. I should try to "pass the buck" when I am criticized.				
10. I should be grateful for good, sound, helpful criticism.				

UNIT V

HUMAN RELATIONS

TEST PART 4

1. Answer the statements below that concern dealing with disagreements by writing TRUE or FALSE in the blanks.

_____a. You should relieve your tension during disagreements by verbally attacking the other person.

_____b. To resolve conflicts successfully, consider the other person's point of view.

_____c. Use destructive criticism during conflict.

_____d. Constructive criticism gives suggestions for ways to improve.

_____e. Learning to cope with stress is part of growing up.

_____f. When there is compromise, each person gives in to the other on certain points.

_____g. Overlook minor irritations.

_____h. Tension is healthy for relationships.

2. Arrange in order the steps in problem solving. Place a "1" next to the first step, a "2" next to the second step, etc.

_____a. Take action.

_____b. Determine the objectives.

_____c. Check results.

_____d. Get the facts.

_____e. Recognize the problem.

_____f. Weigh the facts.

_____g. Make a decision.

_____h. Think about the consequences.

UNIT VI

DECISION MAKING

UNIT OBJECTIVE

After completing this unit, the student will be able to identify terms related to decision making, steps in the decision-making process, and factors that affect making decisions. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Point out common influences that determine an individual's values.
2. Identify short-, medium-, and long-term goals.
3. Set realistic short-term and long-term goals.
4. Define and give examples of personal needs and wants.
5. Explain the steps in the decision-making process.
6. Point out the factors which influence decision making.
7. Discuss the decision-making process for specific situations.

UNIT VI

DECISION MAKING

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--YOUR VALUES AFFECT YOUR GOALS

      1. Use the following transparencies to promote classroom discussion.

         a. TRANSPARENCY 1--VALUES

         b. TRANSPARENCY 2--SHORT-, MEDIUM-, AND LONG-RANGE GOALS

      2. Use the following assignment sheets to reinforce this area of information.

         a. ASSIGNMENT SHEET 1--TYPES OF GOALS

         b. ASSIGNMENT SHEET 2--ESTABLISHING MY GOALS

            (NOTE: Lead a class discussion about individual goals.)

         c. ASSIGNMENT SHEET 3--ACHIEVING ONE'S ULTIMATE GOAL GAME

            (1) Provide dice (one die per game), markers or game pieces, and tape for the players.

            (2) Make multiple game sets prior to class.

               (a) The game board is constructed by taping the right and left sides together, matching A with B.

               (b) The board may be colored or decorated if desired.

               (c) Decision cards must be cut out and arranged in stacks according to the sign.

(NOTE: You may want to laminate the game board and decision cards for future use.)

(3) Divide students into groups of two or more.

(4) Distribute one game to each group.

3. Have the students make a collage from newspapers or magazines which indicates their short, medium, and long range goals.

4. Discuss with the students questions about values such as:

    a. Who had the greatest influences on your values?

    b. Which values have the most influence on your life today?

    c. How do your values affect your family?

    d. How do you show your values to others?

5. Point out to the class the fact that the longer the term of the goal, the less control the individual has on the outcome. Therefore, long-range goals should be achieved through a series of short-range goals.

6. Discuss the kinds of things that could happen that would cause a person to change goals.

B. INFORMATION SHEET 2--IS WHAT YOU WANT WHAT YOU NEED?

1. Use TM-3--WHICH COMES FIRST--NEEDS OR WANTS?

2. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 4--HOW MY TIME IS NEEDED

    b. ASSIGNMENT SHEET 5--DO I HAVE ENOUGH TIME IN A WEEK?

    c. ASSIGNMENT SHEET 6--HOW MY SALARY IS NEEDED

    d. ASSIGNMENT SHEET 7--FITTING YOUR NEEDS AND WANTS INTO LIFE

    (NOTE: Have the class make notes of decisions they feel were wrong, and why.)

3. Have the students debate the question of whether needs or wants should come first.

C. INFORMATION SHEET 3--MAKING DECISIONS

1. Use the following transparencies to promote classroom discussions:

    a. TRANSPARENCY 4--MY RESOURCES ARE--?

    b. TRANSPARENCY 5--THE ROUTE TO A DECISION

    c. TRANSPARENCY 6--CONSIDERATIONS FOR DECISION MAKING

2. Use the following assignment sheets to reinforce this area of information:

    a. ASSIGNMENT SHEET 8--FAMILY RESOURCES

        (NOTE: Have the students add other areas of family resources that they feel are important.)

    b. ASSIGNMENT SHEET 9--YOUR CHOICE GAME

        (1) Prepare cards for this game by cutting out pictures from magazines, or sketching items that the students might want to buy.

            EXAMPLES: college education, furniture, stereo, new clothes, life insurance, and annual visit to a doctor.

        (2) Have the students make their own cards according to what they feel are important.

        (3) Have the students relate their answers to their needs, goals, and available resources.

    c. ASSIGNMENT SHEET 10--PRACTICE DECISION MAKING

    d. ASSIGNMENT SHEET 11--APPLYING DECISION MAKING

    e. ASSIGNMENT SHEET 12--DO EMOTIONS OR LOGIC GUIDE YOUR DECISIONS?

        (1) Have the students share their choices and the reasons for making a decision in a certain way.

        (2) Discuss what might have happened to the persons in the situations if they had followed their decisions.

3. Prepare an example of a decision to use as a guide in discussing the steps in making a decision.

4. Have a class discussion on any of the key ideas concerning decision making.

5. Have the students present role-playing situations or skits on how they reach decisions within their families, as individuals, and as group members.

D. INFORMATION SHEET 4--JOB DECISIONS

1. Use TM-7--GOALS GIVE US DIRECTION to promote classroom discussion.

2. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 13--PLANNING CAREER GOALS

    (NOTE: Have the students discuss their answers in class.)

    b. ASSIGNMENT SHEET 14--DECIDING WHAT JOB IS BEST

    c. ASSIGNMENT SHEET 15--LOOKING AT YOUR JOB INTERESTS

3. Have the students role-play decision-making situations that might occur on the job, such as asking for a raise or a promotion.

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

A. The test is divided into four parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the unit and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information area or sheets added to the unit.

V. Answers to tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References:

A. Consumer Education For Families With Limited Incomes. Home Economics, Instructional Materials Center. Texas Tech University: Lubbock, Texas, 1980.

B. Educational Planning: Occupational Investigation Guide. Occupational Curriculum Laboratory, 1980.

C. Work: Pathway To Independence. Bill G. Gooch, Lois Carrier, John Huck. American Technical Society: Chicago, Illinois, 1979.

UNIT VI

DECISION MAKING

ANSWERS TO ASSIGNMENT SHEETS

Assignment 1

A. L
B. S
C. S
D. M
E. L
F. S
G. M
H. L
I. M
J. M
K. S
L. M
M. S
N. L
O. L
P. L
Q. S
R. M
S. L
T. L

Assignments 2-15

Evaluated to the satisfaction of the instructor.

UNIT VI

DECISION MAKING

ANSWERS TO TESTS

Part 1

1. a. FALSE
   b. TRUE
   c. FALSE
   d. FALSE
   e. TRUE

2. a. 2
   b. 1
   c. 3

3. a. X
   b.
   c. X
   d. X
   e.
   f. X
   g.
   h. X

Part 2

1. a. Want
   b. Need
   c. Need
   d. Want
   e. Need
   f. Need
   g. Want
   h. Need

2. Answers will vary, but should include the following ideas:
   a. The amount of money an individual earns will determine how much money can be spent on needs and wants. Many people have a second job or another source of income which enables them to buy their wants.
   b. Some individuals do not have much extra time after working hours to spend on their wants.
   c. Individuals may be more job-oriented and do not have any interests outside of their work.
   d. A person with dependents must consider their wants and needs as well as his/her own wants and needs.
   e. An individual's health may determine that needs be met before wants. A person in poor health may need to see a doctor instead of going on a trip.
   f. Education should be considered as a long-term need, perhaps over short term wants that may use the time and money needed for an education.
   g. An individual should look at the long-range effect of his/her particular job to see if it meets both needs and wants by providing enough time and money.
   h. It is important to consider whether you live where your needs and wants can be satisfied.

Part 3

1. a. Face the problem.
   b. Get information.
   c. Consider your values and select possible alternatives.
   d. Think about the consequences of each alternative.
   e. Reach a decision.
   f. Take action.

2. a.
   b. X
   c. X
   d.
   e.

Part 4

1. a. False
   b. True
   c. True
   d. False
   e. True
   f. True

2. a. 4
   b. 7
   c. 2
   d. 5
   e. 1
   f. 9
   g. 6
   h. 8
   i. 3

UNIT VI

DECISION MAKING

INFORMATION SHEET 1--YOUR VALUES AFFECT YOUR GOALS

I. Values

A. Values are ideas or feelings that you have about what is important, desirable, and worthwhile in your life.

B. Values influence almost everything you do.

C. Your earliest values come from individuals closest to you whom you admire.

D. Values are shown in the choices you make.

(NOTE: Your actions show what is important to you.)

EXAMPLE: A person interested in music might choose to go to a concert rather than to a movie with friends.

E. Common influences that determine which values you consider important are:

1. Your Family

2. Close friends

3. Groups to which you belong

4. Media

EXAMPLES: T.V., radio, books, movie

5. Church

6. School

7. Community

F. Selecting your own values is part of growing up.

(NOTE: First you accept the values of others as your own. Then after considering many ideas, you choose certain actions and thoughts that you believe are right. These become your values.)

II. Personal goals

A. Goals are objectives you hope to accomplish.

B. There are three kinds of goals, classified according to the time needed to achieve them.

1. A short-term goal could be set for a day, a week, or a month.

   EXAMPLE: Getting an "A" on a history test.

2. A long-term goal takes more than a year to achieve.

   EXAMPLE: To learn a foreign language.

3. Intermediate (mid-term) goals are smaller goals or steps taken towards achieving a long term goal.

   a. Provides a sense of satisfaction as each intermediate goal is reached toward the long-range goal.

   b. Provides a method of evaluating progress towards the long-range goal.

C. Benefits of setting goals include:

(NOTE: Goal-setting requires patience and the ability not to become discouraged easily.)

1. Gives direction and purpose to your actions.

2. Lets you know when success has been achieved.

3. Creates self-confidence by allowing you to experience success.

III. How to set goals

A. Decide what your goals are--both long and short-term.

B. Set priorities.

(NOTE: Decide which things could be done today, tomorrow, next week, and next month to assist in meeting those goals.)

C. Change priorities as alternatives or obstacles come up.

IV. Obstacles to achieving long-term goals

(NOTE: These may or may not be permanent obstacles but will often delay progress towards a long term goal such as a career.)

A. Early marriage

B. Children

C. Financial responsibilities

EXAMPLES: Car payments, insurance

D. Health

EXAMPLES: Sickness or accidents

E. Family obligation

F. Lack of education or training

G. Lack of ambition

H. Not assuming responsibility

I. Lack of career planning

J. Unwillingness to move if needed

EXAMPLE: A wife is offered a promotion that would require moving to another city, but the husband has a well-paying job and doesn't want to move.

K. Lack of a positive outlook

L. Social pressures

V. Situations in which people might change their goals or values

A. The goal becomes impossible to reach.

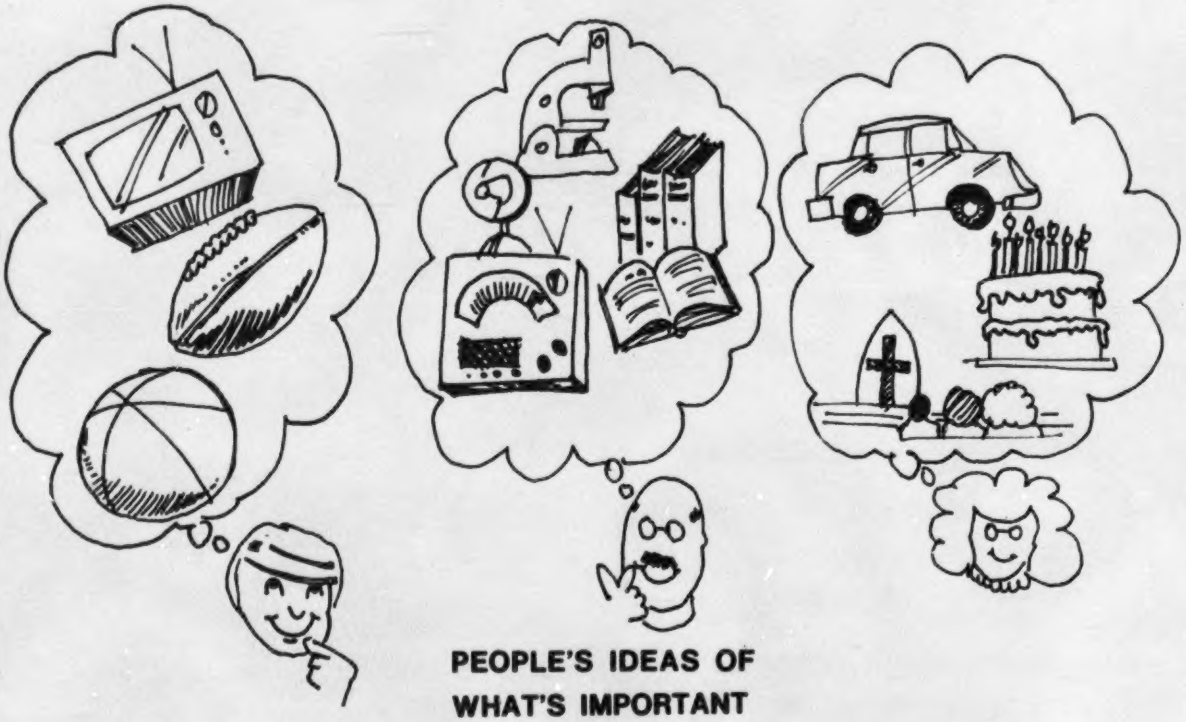
1. The job market may change.

2. The individual may run out of time, money, or motivation.

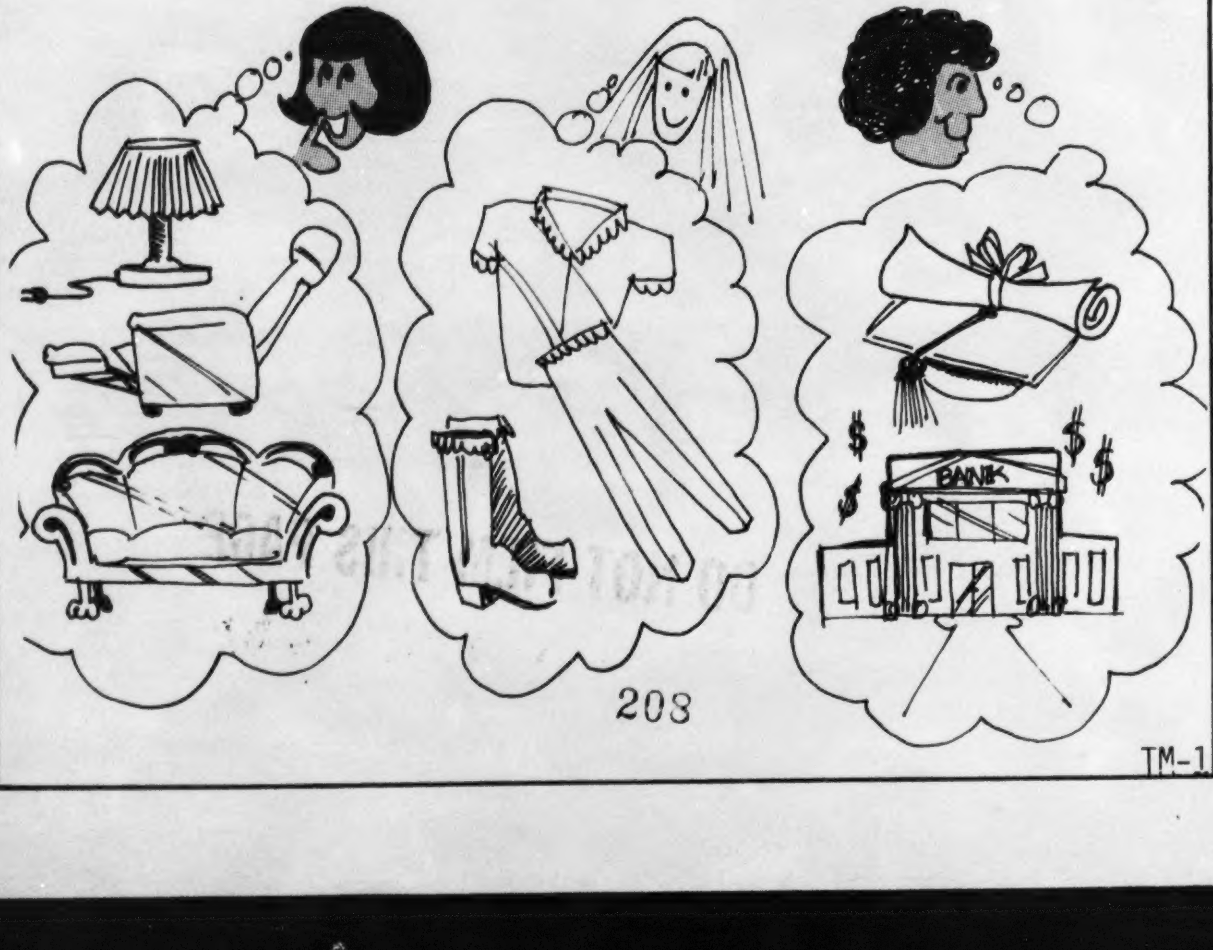
3. Marriage or family may interfere.

B. The goal, once reached, may not be satisfying.

VALUES



PEOPLE'S IDEAS OF
WHAT'S IMPORTANT



SHORT-RANGE GOALS

VERY SPECIFIC, SHORT GOALS
COVERING A TIME PERIOD OF
A FEW DAYS TO A WEEK.

MEDIUM-RANGE GOALS

COVER A TIME PERIOD OF LESS
THAN A YEAR AND ARE USED TO
ACHIEVE LONG RANGE GOALS.

LONG-RANGE GOALS

VERY GENERAL, FLEXIBLE GOALS
COVERING A LONG PERIOD OF
TIME--A YEAR OR MORE.

TM-2

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 1--TYPES OF GOALS

Directions: After reading the goal statement, circle: S for short-range goals, M for mid-range goal, or L for long-range goal.

S M L A. In 10 years, I will have finished my education and will be working as a history teacher.

S M L B. I will clean my room Saturday morning.

S M L C. In the next football game, I will rush for 75 yards.

S M L D. By the end of the semester, I will have raised my grade in English by 10%.

S M L E. I will save $1,000 by the time I finish high school.

S M L F. I will not chew gum in speech class.

S M L G. I will put $5 in the bank each week so that I can go to Mexico next summer.

S M L H. By age 55, I will retire.

S M L I. In high school, I will take a Metal Trades class so that I can become a welder.

S M L J. I will attend school every day so that I can obtain a perfect attendance certificate.

S M L K. I will practice gymnastics two hours each night so I will be able to make the team next week.

S M L L. By the end of the month, I will have lost 10 pounds.

S M L M. Tomorrow, I will say three positive things to my friends.

S M L N. I will go to Texas A & M so that I can become a veterinarian.

S M L O. In order to have my term project completed, I will write three chapters each week.

S M L P. After retiring from the military service at age 40, I will sell real estate.

S M L Q. For a week, I will not talk about other people or waste time gossiping.

S M L R. I will take typing next semester and learn to type 30 words per minute.

S M L S. I will have a happier life than my parents have.

S M L T. I want to be married before I am 27.

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 2--ESTABLISHING MY GOALS

Directions: Complete the following form concerning your goals as completely as possible. These goals may be temporary or definite. Underline those you think of as definite.

GOALS	EDUCATIONAL/ TRAINING	CAREER	INTEREST/ HOBBIES	PERSONAL
Short-range (Today, this week, or this month)				
Intermediate-Range (This semester or this year)				
Long-range Next year				
Two years				
Five years				
Ten years				

DECISION MAKING

ASSIGNMENT SHEET 3--ACHIEVING ONE'S ULTIMATE GOAL GAME

Directions: The rules for the game (pages 27-31) are as follows:

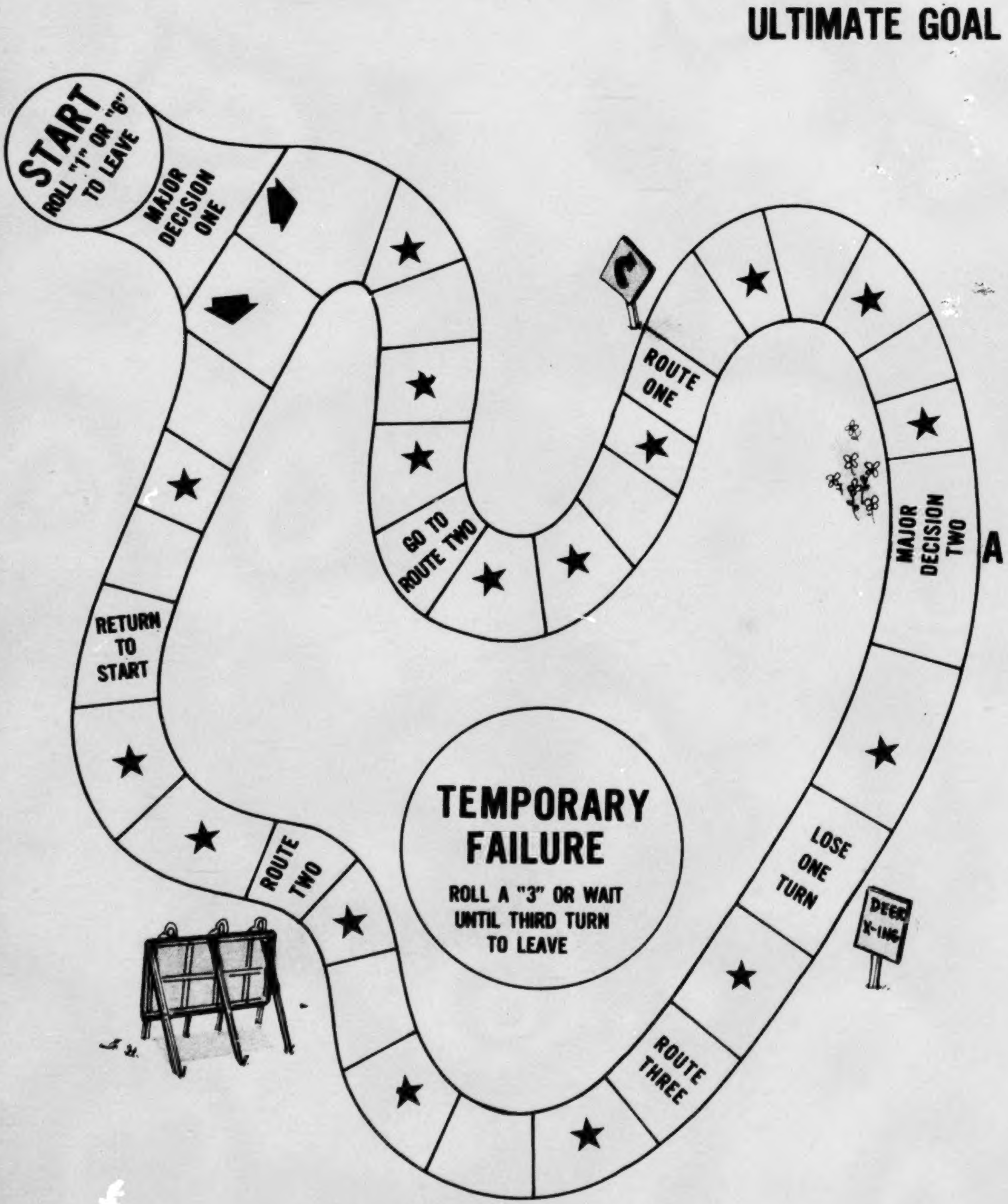
A. Two or more players can participate

B. Players may move in either direction when crossing a "Major Decision" square.

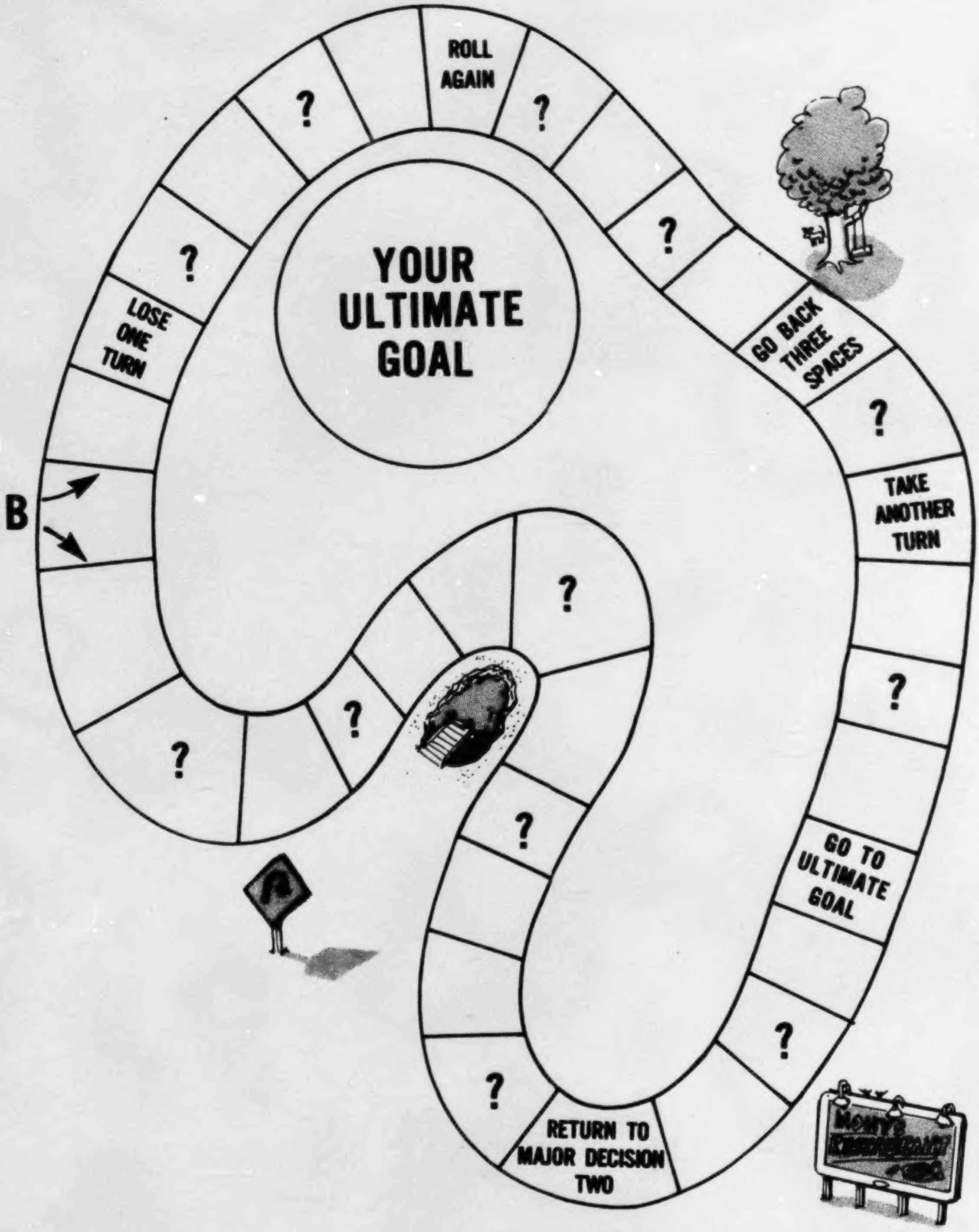
C. If a player lands on either a * or square, she or he must follow the directions on the card for the next play or turn.

D. If a player lands exactly on a square occupied by another player, she or he can send that player to "Temporary Failure." The player sent back must leave by "Route Three." The player must roll a "3" or wait until the third turn to leave "Temporary Failure."

E. To win the game, a player must land exactly on the square marked "Go to Ultimate Goal."


ULTIMATE GOAL
START
ROLL "1" OR "6" TO LEAVE
MAJOR DECISION ONE
ROUTE ONE
GO TO ROUTE TWO
MAJOR DECISION TWO
A
RETURN TO START
ROUTE TWO
TEMPORARY FAILURE
ROLL A "3" OR WAIT UNTIL THIRD TURN TO LEAVE
LOSE ONE TURN
DEER X-ING
ROUTE THREE

GAME BOARD


B
LOSE ONE TURN
?
ROLL AGAIN
YOUR ULTIMATE GOAL
GO BACK THREE SPACES
TAKE ANOTHER TURN
GO TO ULTIMATE GOAL
RETURN TO MAJOR DECISION TWO

? YOU DECIDE:
To accept your rich uncle's offer to send you to school. Advance three spaces.

? YOU DECIDE:
To publish your personal diary written during junior high and make a fortune. Move twice the amount shown on die.

? YOU DECIDE:
Not to take ski lessons and break your leg the first time you try to ski. Move backwards four spaces.

? YOU DECIDE:
To risk your life and save a drowning child. Advance four spaces.

? YOU DECIDE:
To become a professional skateboard performer. Lose one turn.

? YOU DECIDE:
To invest in oil wells and they pay off BIG! Advance two spaces.

? YOU DECIDE:
To get married at 17. Lose a turn

? YOU DECIDE:
To tell your boss that you won't complete an assignment. Move back four spaces.

? YOU DECIDE:
To earn a million dollars before you are twenty. Lose one turn to think it over.

? YOU DECIDE:
Not to worry about constantly being late for work and getting fired. Move two spaces back.

? YOU DECIDE:
To bet all your money on a "sure thing." Move back four spaces.

? YOU DECIDE:
After saving $200, to buy a pair of fur-lined blue jeans. Go back two spaces

? YOU DECIDE:
To not take any more math courses after receiving a disappointing grade. Lose one turn.

? YOU DECIDE:
To visit a tutor for help with your writing skills. Advance three spaces.

? YOU DECIDE:
To set short range goals to improve your homework assignment. Move twice the amount shown on die.

? YOU DECIDE:
To drop out of school. Lose two turns.

? YOU DECIDE:
To try hang gliding even though you are afraid of heights. Move back two spaces.

? YOU DECIDE:
To talk to the counselor about going to college. Advance one space.

? YOU DECIDE:
To become a succes in life by establishing realistic goals. If you throw a 2, go directly to your Ultimate Goal!!

? YOU DECIDE:
To investigate the growing field of solar energy. Advance two spaces.

★ YOU DECIDE: To do nothing. Go to Temporary Failure. Leave by Route One.	★ YOU DECIDE: To become a philanthropist. Advance three spaces.	★ YOU DECIDE: To go to college. Take another turn.
★ YOU DECIDE: To ask for a big raise. Advance one space.	★ YOU DECIDE: To earn the monthly sales bonus of $5000. Advance two spaces.	★ YOU DECIDE: After finding $20,000 to become a beach bum. Go to Temporary Failure. Leave by Route Three.
★ YOU DECIDE: To become a gypsy fortuneteller. Lose one turn to think it over.	★ YOU DECIDE: To learn a skilled trade. Advance two spaces.	★ YOU DECIDE: To invent a better mouse trap. Advance two spaces.
★ YOU DECIDE: To tell your boss about a new idea. Take another turn.	★ YOU DECIDE: To buy some scenic swamp land in Florida. Lose one turn.	★ YOU DECIDE: To open your own business. You go bankrupt. Go to Temporary Failure.
★ YOU DECIDE: To work overtime for a promotion. Advance three spaces.	★ YOU DECIDE: To buy a pair of platform sneakers. Lose a turn.	★ YOU DECIDE: To cheat on your income tax. Move back three spaces.
★ YOU DECIDE: After winning $10,000 in a contest, to make a down payment on a house. Advance one space.	★ YOU DECIDE: To reinvest interest from your savings account. Advance three spaces.	★ YOU DECIDE: To sell your original art work and make a fortune. Advance four spaces.
★ YOU DECIDE: To buy a neat, old car that needs a motor. Move back two spaces.	★ YOU DECIDE: To cheat on final exams. To to Temporary Failure. Leave by Route One.	

UNIT VI

DECISION MAKING

TEST PART 1

1. Determine which of the following statements are true or false concerning personal values and goals by writing TRUE beside each correct statement and FALSE beside each false statement.

    _____a. Goals are ideas or feelings that you have about what is important, desirable or worthwhile.

    _____b. There are three kinds of goals according to the time needed to achieve them.

    _____c. Long-term goals could be completed in a month.

    _____d. Getting an "A" on a history test would be considered a long-term goal.

    _____e. A medium goal provides a method of evaluating progress towards the long-range goal.

2. Put the following steps on how to set goals in the proper order by numbering them 1 for the first step, 2 for the second step, and 3 for the third.

    _____a. Set priorities.

    _____b. Decide what your goals are.

    _____c. Change priorities as alternatives or obstacles come up.

3. Place an X by the statement that is an obstacle to long-term goals.

    _____a. Lack of career planning.

    _____b. Too much money.

    _____c. Family obligations.

    _____d. Social pressures.

    _____e. Lack of a negative outlook.

    _____f. Children.

    _____g. Good health.

    _____h. Financial responsibilities

UNIT VI

DECISION MAKING

INFORMATION SHEET 2--IS WHAT YOU WANT WHAT YOU NEED?

I. Establishing priorities

  A. Needs--Things an individual must have to live and carry out daily activities.

    1. Food

    2. Clothing

    3. Housing

    4. Transportation

    5. Health

  B. Wants--Things that make life more enjoyable.

    1. Recreation

      EXAMPLES: Motorcycle, bike, boat.

    2. Entertainment

      EXAMPLES: Movies, bowling.

    3. Hobbies

      EXAMPLE: Collecting coins or stamps.

II. Things to consider when deciding between needs and wants

  A. Immediate concerns

    1. Salary--The amount of money an individual earns sets limits on the things that person can buy.

      (NOTE: Many people use income from other than their regular salary, or a second job income to support their wants.)

    2. Time involved--Some individuals spend most of the time working and do not have time to spend on their wants.

    3. Interests--Some individuals do not have an interest in many wants but are more job oriented.

B. Other concerns

1. Dependents

   a. If you are married, others depend on your time and salary.

   b. If you are living at home, some portion of your time and income is needed there.

2. Health

   a. You may be healthy or you may often need to go to the doctor.

   b. You may need much rest.

3. Education

   a. People should not shorten their education for wants that use their time and money, instead.

   b. One's training is more important in satisfying long-term needs.

      (NOTE: Short-term wants can often get in the way of such needs if an individual does not decide in advance about the needs and wants in life.)

4. Job status

   a. You salary should more than take care of your needs.

   b. You should pursue an occupation that will allow you to get your wants as well as your needs.

      (NOTE: Consider the long-range effect of the job in terms of salary and cost of living.)

5. Location

   a. Your needs will often identify where you should live.

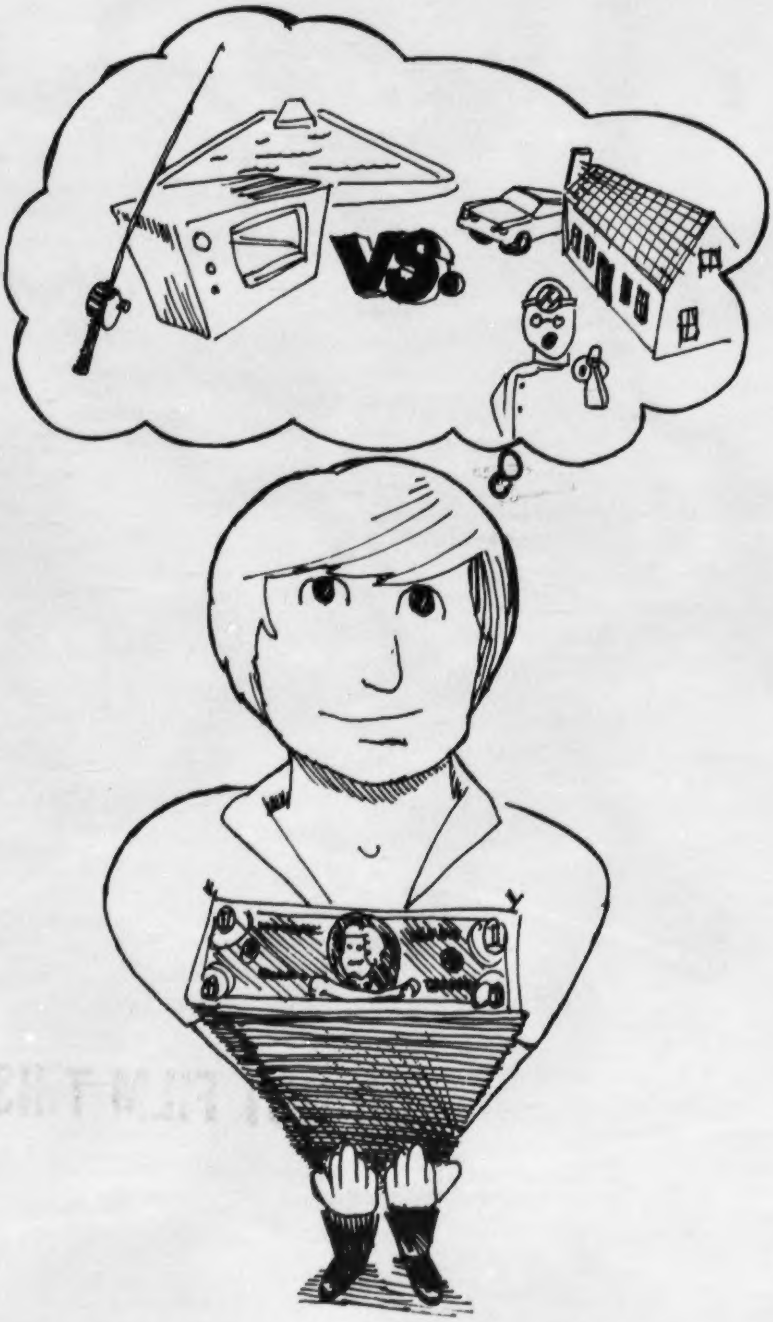
      (NOTE: The things that are available for you and your dependents often determine your location.)

   b. You wants should be physically and economically obtainable.

      EXAMPLE: If your wants are to go snow skiing each weekend and the distance creates a travel expense problem, you must decide to move closer or select different wants that are convenient to your location.

      (NOTE: Setting long-range goals will allow you to obtain more of your wants.)

WHICH COMES FIRST--NEEDS OR WANTS?



UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 4--HOW MY TIME IS NEEDED

Directions: Decide how you need to use your time during a one-week period. List everything you can think of that will use your time such as school, work, homework, church, responsibilities around the house, television, working on your car, etc. After you have considered everything that involves your time, decide which are needs and which are wants. Remember the definition. Next decide the priorities of your needs by numbering 1 through the last one listed. Number your wants from the most important to the least important. (Now, start making plans how to fulfill these.)

Ways to spend time during a week	Need or Want	Priority needs	Priority wants
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			
K.			
L.			

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 5--DO I HAVE ENOUGH TIME IN A WEEK?

Directions: Using the same items listed on the previous assignment sheet in the order that you set the priorities, decide how much time will be involved. When you have set a time for each, total the time involved. Considering there are 168 hours in a week and you need between 50 and 56 hours for sleep, decide which of the wants listed on the previous activity you will have time for. List them below and explain why you chose them.

Item	Time involved
A.	
B.	
C.	
D.	
E.	
F.	
G.	
H.	
I.	
J.	
K.	
L.	
M.	

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 6--HOW MY SALARY IS NEEDED

Directions: Decide which of your needs and wants involve the spending of your salary. List the things which you make payments on or have regular expenses for a week, such as meals, transportation, and clothing expenses. Estimate the amount involved in each. Total the needs and wants columns. Decide if you have to eliminate any wants and which ones to eliminate.

Need	Cost	Want	Cost
A.		A.	
B.		B.	
C.		C.	
D.		D.	
E.		E.	
F.		F.	
G.		G.	

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 7--FITTING YOUR NEEDS AND WANTS INTO LIFE

Directions: In teams of three, select one of the situations below to role-play in class. Decide what the family needs and wants are and what should be done in each situation to be sure each need is met and as many wants as possible can be achieved. Each of the team should react as they feel the role they are playing would respond.

A. A family has three incomes:

1. A daughter who makes $100 a week working part-time in a garage.
2. A mother who earns $1,200 a month as an assistant accountant.
3. A father who earns $350 per week as a mechanic.

Family details:

The family is buying a house.
The family has three cars, but the daughter's is badly in need of repair.
The mother plans for the family to take a trip this month, but has made very little financial plans for it.
Discuss the time and money factors as they apply to the needs and wants of the family.

B. A family has two incomes:

1. A father who makes good money as an attorney.
2. A son who in into motorcycling and is now working part-time.

Family details:

The mother has plans to buy new furniture.
The son has plans of starting to a welding school this month.
The family members have similar interests and would like to take a three-day weekend outing before school starts, but the son works both Fridays and Mondays.

UNIT IV

DECISION MAKING

TEST PART 2

1. Identify the types of needs or wants about which an individual must decide the priorities by labeling each item below as need or want.

_____a. Hobbies

_____b. Clothing

_____c. Housing

_____d. Recreational things

_____e. Health

_____f. Food

_____g. Entertainment

_____h. Transportation

2. Explain why each of the following need to be considered when deciding between needs and wants.

a. Salary

b. Time involved

c. Interests

d. Dependents

e. Health

f. Education

g. Job status

h. Location

UNIT VI

DECISION MAKING

INFORMATION SHEET 3--MAKING DECISIONS

I. Steps in decision making

- A. Face the problem.
- B. Get information.

  (NOTE: Set priorities or preferences, based on what is important to you.)

- C. Consider your values and goals.

  (NOTE: Look at all the choices open to you.)

- D. Think about consequences.
  1. Know the costs and benefits of each choice.
  2. Look at the advantages and disadvantages of each choice.
- E. Reach a decision.
- F. Take action.
- G. Evaluate the outcome.

II. Key ideas

- A. Decision making is a daily process.

  (NOTE: Many decisions are made each day.)

- B. Many things determine how a decision is made.
  1. Personal values
  2. Goals--short and long-range goals
  3. Needs
  4. Wants
  5. Stages in the family life cycle

     (NOTE: The decisions that must be made by a family with small children are very different from the decisions made by an unmarried individual.)

  6. Family resources

     EXAMPLES: Money, skills, abilities, time, education and interests.

C. Each decision affects another

(NOTE: When a decision is made, many other smaller decisions must be made to carry it out.)

D. Decision making is not always easy.

E. Decisions are personal.

(NOTE: Decisions that are right for one person are not necessarily right for another person.)

III. Typical decisions that an individual will make

A. Deciding how to spend money.

B. Deciding what kind of career to pursue, meeting the qualifications, and finding a job.

C. Making decisions about religious faiths, political beliefs, and adjusting to the beliefs of others.

D. Getting assignments done satisfactorily, especially when difficulties arise.

E. Facing an examination and then coping with the result.

F. Making decisions about which organizations to join.

G. Deciding what to do and "facing the issue" when friends want you to do one thing and parents another.

H. Evaluating moral and ethical problems involving honesty, fair play, promises, and confidences.

I. Making choices about leisure time.

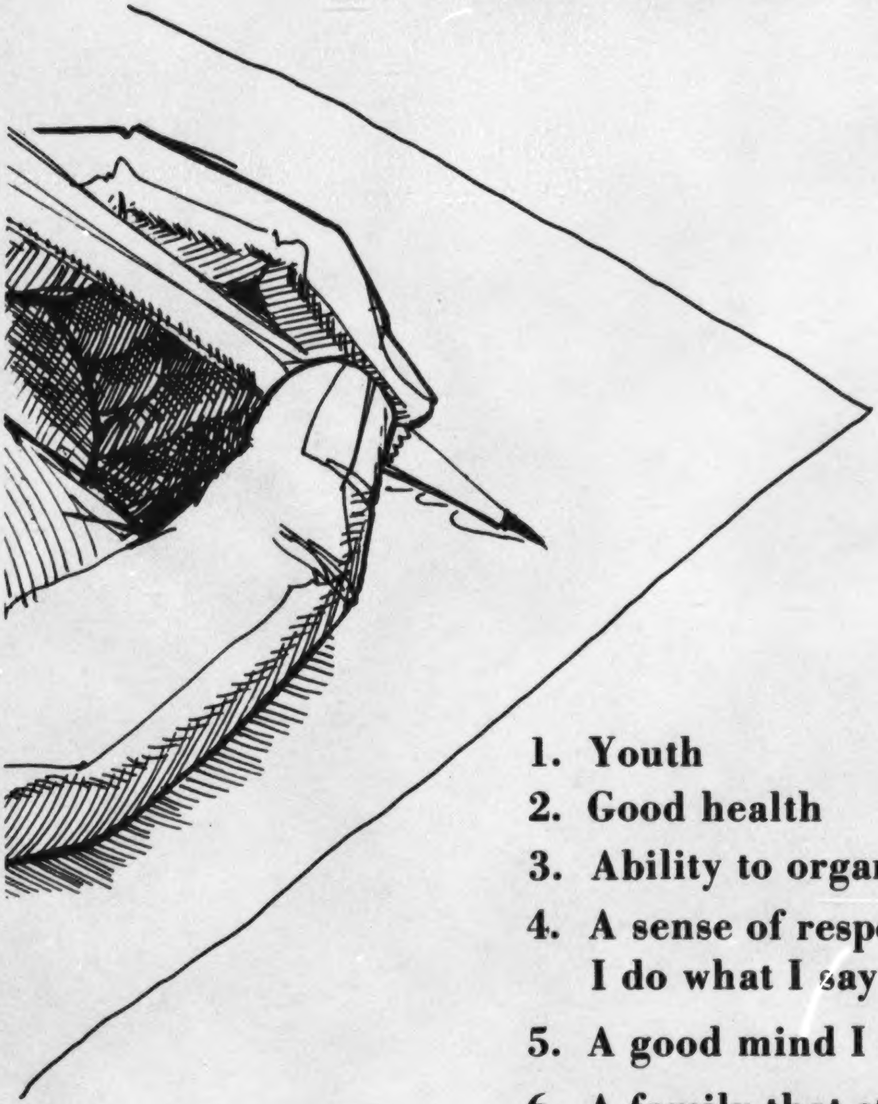
J. Adjusting to crises in life.

EXAMPLES: Death of someone close to you, financial loss, graduation, and loss of the lifestyle you have been accustomed to for twelve years.

K. Coping with one's feelings when separated from home and friends.

L. Making decisions about further education or job change for self-improvement.

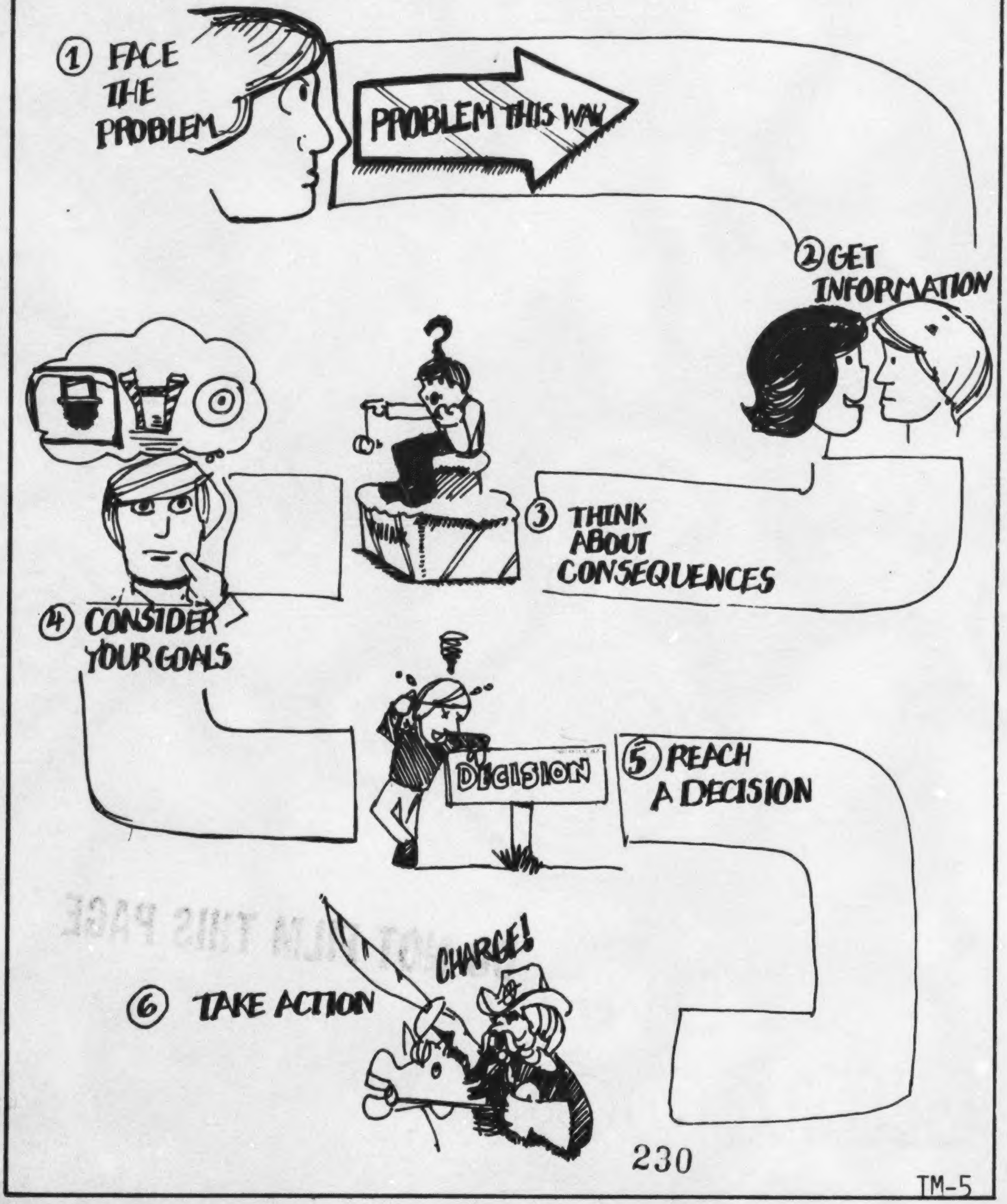
MY RESOURCES ARE ?



1. **Youth**
2. **Good health**
3. **Ability to organize my time**
4. **A sense of responsibility**
   I do what I say I will do
5. **A good mind I can learn easily**
6. **A family that stands behind me**
7. **Good friends**
8. **The opportunity to go to school**

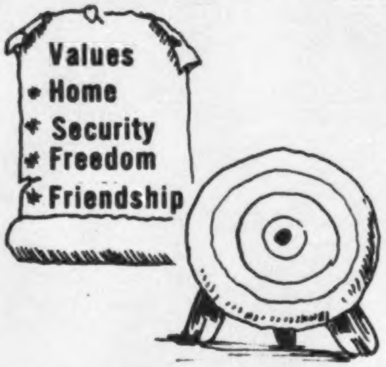
TM-4

THE ROUTE TO A DECISION

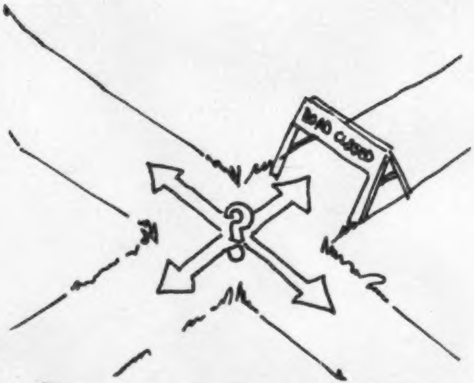

① FACE THE PROBLEM
PROBLEM THIS WAY
② GET INFORMATION
THINK
③ THINK ABOUT CONSEQUENCES
④ CONSIDER YOUR GOALS
DECISION
⑤ REACH A DECISION
CHARGE!
⑥ TAKE ACTION

CONSIDERATIONS FOR DECISION MAKING

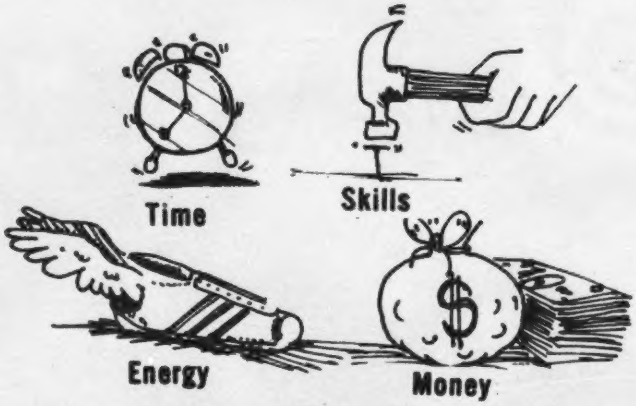
WHAT IS THE PROBLEM?


Values
Home
Security
Freedom
Friendship

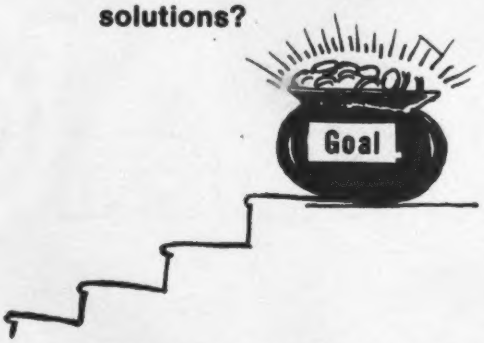
1 What values are involved?


ROAD CLOSED
?

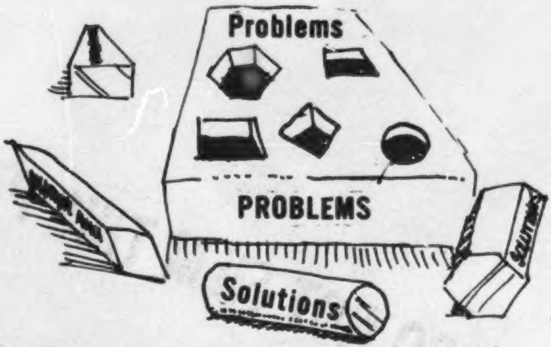
2 What are the possible solutions?


Time
Skills
Energy
$
Money

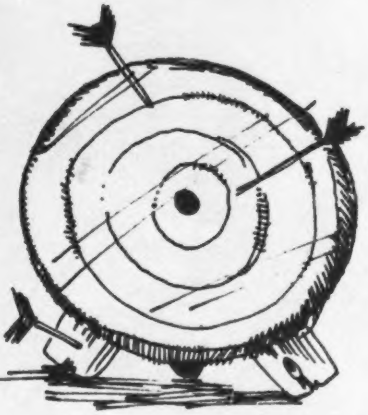
3 What resources do you have?



4 What would be the outcome of the different solutions?


Problems
PROBLEMS
Solutions

5 Choose an alternative plan and put it into action.



6 Evaluate the results.

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 8--FAMILY RESOURCES

Directions: The following are examples of family resources. Circle the ones that are available to your family. Place a "✓" beside each you consider important. Add any that are not included.

MONEY

Salary
Social Security
Savings
Inheritance
Unemployment Benefits
Disability Insurance
Veterans Benefits
Food Stamps

INSURANCE

Life
Health
Medicaid
Medicare
Automobile
Home

CREDIT

Bank Loans
Charge Accounts

ABILITIES

Speak a Second Language
Natural Talents
Dancing
Singing

SKILLS

Carpentry
Cooking
Sewing
Electrician
Auto Mechanics

ENERGY

Good Health
Strength
Positive Attitude
Enthusiasm

TIME

Leisure
Work
School
Family Gathering
Privacy

INTERESTS

Business
Art
Sports
Reading
Crafts

COMMUNITY SERVICES

Civic Centers
Recreation Centers
Parks
Lakes

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 9--YOUR CHOICE GAME

Directions: The class will be divided into groups of four or five members. Each member will be given the same number of cards of items to buy. Each player is to arrange the cards in the order in which he/she would buy the items. Those items he/she would not buy should be discarded and can be bought by another player. After each player has finished, answer the following questions:

A. Why did you arrange the cards in the order you did?

B. Did you discard an item? Why?

C. What values do your choices suggest?

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 10--PRACTICE DECISION MAKING

Directions: Use the questions below to describe one of your most recent decisions.

A. The problem I had was ______________________________

____

B. Several choices I could have made were ________________

____

C. The advantages and disadvantages of each choice were _______

____

D. The decision I made was ____________________________

____

E. The reason I made it was ___________________________

____

F. The resources I used in making the decision were _________

____

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 11--APPLYING DECISION MAKING

Directions: Think of a decision you made today and determine what influenced your decision. Answer the following questions about your decision.

A. How did you arrive at this decision?

B. Was your decision based on past experiences, luck, a previous decision, habit, a snap judgment,or emotions?

C. What other choices did you have?

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 12--DO EMOTIONS OR LOGIC GUIDE YOUR DECISIONS?

Directions: Below are 10 descriptions of decisions young people have made. If their reasons were based on emotion circle the ♡. If the reasons were logical, circle the π.

♡ π 1. Sam is buying a new pair of jeans for the football game because he does not have a pair with color insets like those of his friends.

♡ π 2. Pat wants to be a carpenter, but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

♡ π 3. All the really neat people take general mechanics. Susan's father has just bought her a car and she has enrolled in the class.

♡ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♡ π 5. Mr. Munson gave Gene a low grade on a theme. Gene has decided not to write the next theme assignment.

♡ π 6. Alex has taken a part-time job on the weekends and has spoken with his girlfriend, encouraging her to date other boys because he will be working.

♡ π 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog being kept inside so much. David has made arrangements for another family who has a farm to take his dog.

♡ π 8. Joan has put off doing her term notebook until the night before it is due. She has decided to talk with her teacher and admit she did not complete the assignment because of poor planning.

♡ π 9. Linda has decided to drop Spanish class because Ms. Garcia does not allow students to chew gum.

♡ π 10. A very bad storm has been predicted for the afternoon. James has cancelled his swimming date with Fran.

UNIT VI

DECISION MAKING

TEST PART 3

1. List the steps in decision making.

   a.

   b.

   c.

   d.

   e.

   f.

2. Indicate the correct statements concerning key ideas in decision making by placing an "X" in the blanks to the left.

   _____a. Decisions that are right for one person are right for another person.

   _____b. Needs and wants are factors that determine how a decision is made.

   _____c. When a decision is made, many other smaller decisions must be made to carry it out.

   _____d. Decision making is always easy.

   _____e. Time and skills are part of the family life cycle.

3. Determine which of the following statements are typical decisions that an individual will make by writing YES or NO beside each.

   _____a. Deciding how to spend money.

   _____b. Making decisions about which organizations to join.

   _____c. Coping with feelings when separated from home and friends.

   _____d. Making decisions about further education or job change for self-improvement.

   _____e. Evaluating moral and ethical problems involving honesty, fair play, promises, and confidences.

   _____f. Adjusting to crisis in life.

UNIT VI

DECISION MAKING

INFORMATION SHEET 4--JOB DECISIONS

I. Decisions one may have to make on-the-job

A. Should I ask for a raise?

1. You should have been with a business long enough to justify a raise.

(NOTE: Don't begin work one week and ask for more money the next.)

2. You will usually have to show an employer why you deserve a raise.

EXAMPLE: You have been with a company for 8 months without a salary increase. The boss has been away each time you have done things above your normal work load.

B. Should I try for a promotion for a better position?

1. One should always try for a better job.

2. When individuals work hard for a better position, they will always benefit sometime in the future.

3. Check to see if your job provides the training you would need for a better position.

4. Keep your ears open for the possibility of new positions or other employees leaving because the good jobs will not stay open long.

C. Is this job what I want to do from now on?

1. Plan your long-range occupational goals.

2. Allow yourself to change your mind if you find another job equally interesting.

3. Remember that the training received in one job may support your effort in achieving those long-range goals.

4. Decide what training is necessary to obtain your occupational goals.

D. Should I quit school and go to work full time?

1. It has been proven that a high school graduate earns much more in a life time than a person who did not finish school.

2. Most companies will move an individual up the career ladder more quickly if the individual has a high school diploma or degrees.

3. Be sure to examine all the alternatives before you decide.

E. What would my employer want me to do?

1. When you must make a decision on the job, try to put yourself in the employer's position and then decide.

2. Do not allow yourself to be sidetracked by others who may not have career goals.

3. Make your decisions with the company's interest in mind.

II. Considerations when deciding about your job

A. Working conditions

1. A job should not affect your health.

2. An individual should get personal pleasure from the job.

3. Working relations should be good with the other employees.

B. Money

1. There should be occasional pay increases in any job.

2. Consider the fringe benefits provided by the job.

(NOTE: Paid insurance and other benefits can amount to a lot of income when provided by a company.)

3. Does the salary provide an adequate standard of living.

C. Security

1. The job should not show signs of being temporary.

2. Check the record of large companies to see if they have occasional layoffs.

EXAMPLE: Automobile manufacturers have occasional layoffs.

D. Location of the job

1. The job should be convenient for the individual.

LIQUIDATION
AUCTION
EVERYTHING SOLD

(NOTE: A lot of time and money can be spent if a job is not close to home.)

2. Make sure the job is located where it will be safe to travel to and from work during the scheduled work period.

E. Advancement

1. A job should offer some type of advancement such as promotions or pay increases.

(NOTE: Examine the job for the possibility of moving up in the company.)

2. New companies may offer more room for an individual to move up than others.

F. Time off

1. Leisure time is very important to most individuals when they begin working a 40-hour or more week.

2. Find out the amount of vacation time and holidays that a company gives the employees.

(NOTE: Be sure to see if it is paid time-off.)

G. Interests

1. Jobs should be interesting to the individual.

(NOTE: An interesting job keeps the individual happier and makes it easier to stay with a company.)

2. An individual will also perform better in a job that is enjoyable.

H. Travel

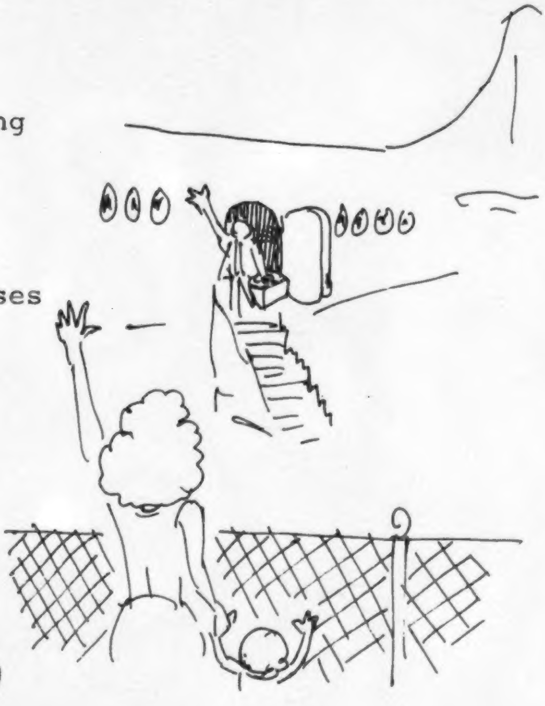
1. Some jobs require training at other cities or occasional trips for various reasons.

2. Find out what travel may be involved and if expenses are covered.

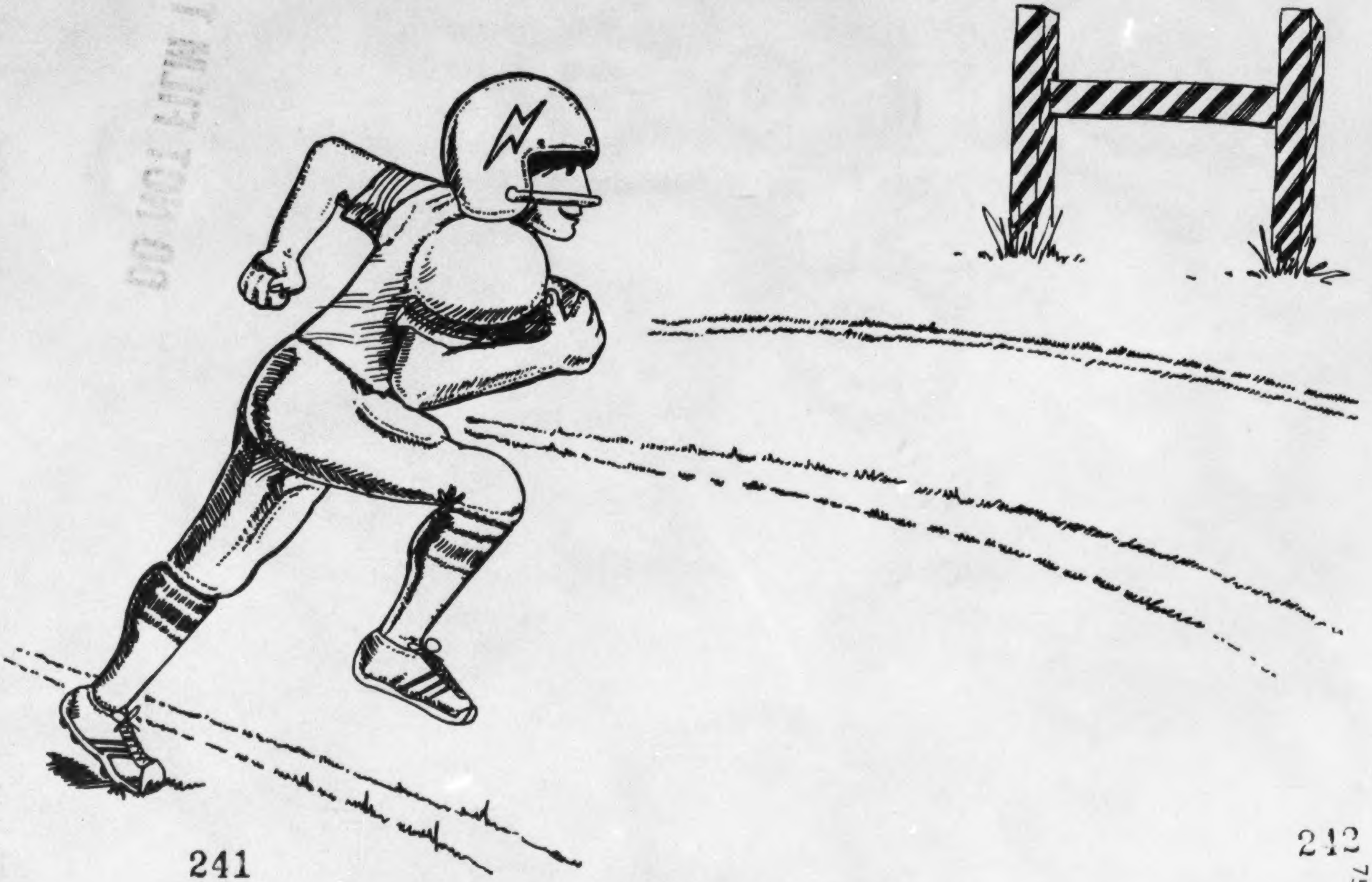
I. Family

1. Consider how a job may affect your family.

2. If an individual is married, both should be involved in decisions concerning a job.



GOALS GIVE US DIRECTION



TM-7

DECISION MAKING

ASSIGNMENT SHEET 13--PLANNING CAREER GOALS

Directions: Answer each of the following questions concerning career choices. Be prepared to discuss your answers.

A. Identify three occupations which you would possibly be interested in as a career.

Auto mechanic
Carpenter
Store manager
Designer
Service station owner
Car salesperson
Others: ______________________
____
____

B. List your three choices from above. Identify a job for each of your choices which you might have while in school that would help you prepare for that choice.

Choice	Training Job While In School
1.	
2.	
3.	

C. List each of the same choices below and describe the type of work you would have to do in each.

Choice	Type Of Work
1.	
2.	

D. List the choices and give two advantages of each job over the other two.

Choice	Advantages
1.	1.
	2.
2.	1.
	2.
3.	1.
	2.

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 14--DECIDING WHAT JOB IS BEST

Directions: Read each of the situations below and then make a decision on what would be best if you were in each situation. List the things you consider in making the decision.

A. Suppose you were working as a drill press operator for Arc Manufacturing and making $650 per month. You have been with the company for 7 months and will receive two weeks vacation after 1 year. Arc pays the insurance of $47 per month and pays employees during all holidays. Your chance for moving up to a higher paid machine operator is very good.

An individual with a new company in town offers you a position which pays $780 per month but does not pay insurance on their employees. Instead they offer a group policy which may be purchased by the employee at $39 per month. You must be with the company one year before you can move up, but since it is a new company the chances are good.

What decision would you make? What are the things to consider?

B. You are working as a stock clerk in a hardware store. The job pays $550 per month with no additional benefits. The department manager will be leaving in three months and you have been told you will be first choice for the job and it will pay $900 per month.

You just learned of a job opening that involves doing the things you have always wanted to do. The starting salary is $475 per month and it would be a year or more before you could move up. The long-term benefits would be more because it would involve profits from the company. Also the job is about 15 miles closer to your home.

What should you consider? What decision should you make?

UNIT VI

DECISION MAKING

ASSIGNMENT SHEET 15--LOOKING AT YOUR JOB INTERESTS

Directions: List twenty work related things you enjoy doing. Consider more than just your job. Think of the types of work you have done in the past. Describe these to the right of the number in A below. Then complete B.

A. Work I enjoy

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

B. 1. Identify the 10 things you enjoy most by placing a "✓" in front of each.

2. Number these 10 choices in order of the first choice to last choice (1-10).

3. Is there an occupation that involves all 10 of the choices?

____

4. Is there an occupation that involves the first 5 choices?

____

5. If there is not an occupation that relates to question 3 or 4, decide what occupation best fits your overall interests.

____

UNIT VI

DECISION MAKING

TEST PART 4

1. Identify the following statements by writing TRUE or FALSE in the blanks at the left.

    ____a. You don't have to be on the job long before asking for a raise.

    ____b. When individuals work hard for a better position, they will always benefit in the future.

    ____c. Keep alert for new positions or other employees leaving because these jobs won't stay open long.

    ____d. Training received on the job is never used on another job.

    ____e. You should plan long-range educational goals.

    ____f. It has been proved that a high school graduate makes more money during a lifetime than a person who did not finish high school.

2. Match the category on the right to the statement concerning consideration for job decisions on the left by placing the correct number in the blank.

    ____a. Make sure the job is where travel to and from work is safe during the scheduled work period.

    ____b. An individual will perform better in a job that is enjoyable.

    ____c. The salary provides an adequate standard of living.

    ____d. A job should offer some type of promotions or pay increases.

    ____e. A job should not affect a person's health.

    ____f. If an individual is married, both partners should be involved in decisions concerning a job.

    (1) Working conditions

    (2) Money

    (3) Location

    (4) Advancement

    (5) Interests

    (6) Family

____g. Find out the amount of vacation time and holidays that a company gives the employees.

____h. Some jobs require training at other cities or occasional trips for various reasons.

____I. The job should not show signs of being temporary.

(7) Security

(8) Travel

(8) Time off